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ABSTRACT

The main purpose of this study was to examine how students and their families finance a year of postsecondary education. Included is a detailed accounting for the 1969-70 academic year of the resources and expenditures of unmarried full-time students, most of whom were college sophomores. Major emphasis was placed in the instutitional practice of packaging grants, loans, and jobs, and the relationship of student indebtedness to persistence in college and plans for continuing education on the undergraduate and graduate levels. Analysis of the data revealed that parents provided most (44%) of the student's income. Students themselves provided 35% of this income: 15% from employment during the school year and 20% from other sources such as personal assets, savings from summer employment, and income tax refunds. Eleven percent of the students income came from scholarships and grants and 10% from loans. Comparisons are made in the study by sex, race, and type of institution attended. (Author/HS)

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HOW COLLEGE STUDENTS FINANCE THEIR EDUCATION:
A National Survey of the Educational Interests, Aspirations, and Finances of College Sophomores in 1969-70

Elizabeth W. Haven and Dwight H. Horch

January 1972

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COLLEGE ENTRANCE EXAMINATION BOARD

HOW COLLEGE STUDENTS FINANCE THEIR EDUCATION:

A National Survey of the Educational Interests, Aspirations, and Finances of College Sophomores in 1969-70

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January 1972

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HIGHLIGHTS OF STUDY

- The main purpose of this study was to examine how students and their families financed a year of postsecondary education. Included is a detailed accounting for the 1969-70 academic year of the resources and expenditures of unmarried full-time students, most of whom were college sophomores. Major emphasis was placed on the institutional practice of packaging (or combining) grants, loans, and jobs, and the relationship of student indebtedness to persistence in college and plans for continuing education on the undergraduate and graduate levels.

- The group contacted (a total of 8,618) was a good cross section of fall 1968 college freshmen. These were among the 19,612 high school juniors who participated in the fall 1966 norming of the Preliminary Scholastic Aptitude Test (PSAT) and who were later verified as enrolled in a postsecondary institution in the fall of 1968.

- The sample in this study (a total of 3,363 returns) was representative of the group contacted with respect to the geographical location and type of high school attended. The respondents were also similar to the universe of full-time undergraduates in the proportions attending the four types of institutions. Their reported family incomes for 1969 were distributed in about the same way as those for families of college students as reported by the U. S. Census.

Characteristics of Respondents

- Nine respondents in ten attended some postsecondary institution, either full-time or part-time, during the 1969-70 academic year. The 10 percent who were not students were more likely than their student counterparts to be married, to be black, and to have lower grades in college, but less likely to have borrowed money for their education.

- Among the 2,541 respondents who indicated that they were full-time students for two semesters (or three quarters) of the 1969-70 academic year, 5 percent were married, almost half had average college grades of B or better, 89 percent expected to continue their education full-time the following September, 61 percent expected to attend graduate school, and 34 percent borrowed money for college. The average amount borrowed was $1,440.

- In this report, the main analysis group included only single full-time students. These 2,402 students were enrolled in the following types of institutions: 50 percent in public four-year colleges, 28 percent in private four-year colleges, 17 percent in public two-year colleges, and 5 percent in other types of institutions. Many more of the black students (41 percent) than of the white students (27 percent) were in private four-year colleges. The largest percentages of commuters were in public two-year colleges (42 percent) and public four-year colleges (39 percent). Seventy-three percent of the students in other types of institutions were women.

Resources

- Analysis of the resources of the average unmarried college sophomores revealed that parents provided most (44 percent) of the student's income. Students

themselves provided 35 percent of this income: 15 percent from employment during the school year and 20 percent from other sources such as personal assets, savings from summer employment, and income tax refunds. Eleven percent of the student's income came from scholarships and grants, and 10 percent from loans. Subgroup comparisons of student resources revealed the following:

--Comparisons by Sex. Men had higher percentages of their income from jobs during the school year than did women (18 percent compared to 11 percent). Men also had higher percentages of income from other resources, which consisted mostly of summer earnings. On the average, the total resources of men were higher than for women ($2,628 compared to $2,350). They were also more likely to have summer jobs and to earn more from those jobs than were women. Women received higher percentages of their income through aid from parents than men. A slightly higher percentage of their income was in the form of student loans. Although women were slightly less likely than men to have borrowed some money for college (except at public two-year colleges), the average indebtedness of those women who did borrow during the first two years of college was slightly higher than that of their male counterparts.

--Comparisons by Race. Black students received larger percentages of income from scholarships and grants, and from loans than did white students. Lower percentages of their total income came from other resources and from their parents. The greater reliance on financial aid by black students was attributed to the fact that they tended to come from lower family income backgrounds. The total resources of black students, however, were on the average, about $600 lower than those of white students. Black students were twice as likely as whites to be unable to find summer work; and when they did obtain work, their average summer earnings were approximately $200 lower than those of white students. Black students were twice as likely as white students to have borrowed during the first two years of college, although the average indebtedness of black and white borrowers was not very different.

--Comparisons by Type of Institution Attended. Students in private four-year colleges relied most heavily on their parents, who provided 50 percent of their total resources or an average amount of $1,772 per student. The average contribution by parents of students in public four-year institutions was $934 or 44 percent of their total resources. Students in public two-year institutions received the largest portion of their resources from jobs during the school year. For students with the same overall college grade, there were no significant differences between the amounts of their indebtedness and their plans to continue their education, both undergraduate and graduate.

Financial Aid

- The analysis of financial aid received by students in the study revealed that most of the grant aid was awarded by postsecondary institutions, but the bulk of loan and job aid was received by students through noninstitutional sources.

- Subgroup comparisons of the financial aid dollars received through institutionally-administered programs revealed that black students received more of their financial assistance from this source than did white students (69 percent as compared with 35 percent). This finding was uniform for all types of aid (grant, loan, and job). Little difference existed between men and women, and between students in public and private four-year institutions. The private institutions dispersed less of the grant aid but more of the job aid than did the public institutions. Commuters received more of their total assistance from institutions than did resident students, their aid being primarily loan and job aid.

- The average institutional awards were as follows: $682 in scholarships or grants, $554 in loans, and $544 in jobs. These were received by 37 percent of the respondents. Men averaged more in institutional aid ($1,001) than did women ($786). Black students averaged $1,325 as compared with $858 for white students, and residents averaged $970 as compared with $681 for commuters. The average institutional award given by private four-year colleges was highest ($1,147); other average awards ranged from $662 for four-year colleges, and $802 for those in other types of institutions.

- The practice of packaging institutional aid is related to size of award: the larger the award, the more likely it contains several types of aid. Packaged awards represented 38 percent of the total number of institutional awards. The mean packaged award was $1,300 as compared with the mean single award, $640. Looking at the frequencies of the types of awards given to students in this study, we find that single awards of grants and jobs were given most frequently; the "loan-job" combination was given least frequently.

Expenses

- Analysis of the expenses for college reported by students revealed that costs for tuition, fees, books, and supplies accounted for 43 percent of the total budget, and that food and housing accounted for an additional 31 percent. The average total expenses of students in public four-year institutions was $1,869 for the 1969-70 academic year; it was $3,329 at private four-year colleges, $1,347 at public two-year colleges, and $1,952 at other types of institutions. Subgroup comparisons revealed that men spent more on the average than women, that black students lived on a budget that was approximately $500 lower on the average than that of white students, and that residents required higher average out-of-pocket expenses than commuting students.

- The median total costs reported by financial aid directors for 1971-72 (excluding transportation costs for resident students) ranged from a low of $1,461 for commuting students at public "other" institutions to $3,194 for resident students at private senior institutions.

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INTRODUCTION

This study was undertaken to learn more about the problems of young people: how they and their families are facing the spiraling costs of education, how extensive is their indebtedness for education, and what are their educational goals. It investigates ways in which race, sex, and type of college attended relate to sources of income and expenditures. The analyses examine the relationship of student indebtedness to persistence in college and to plans for continuing full-time undergraduate and graduate education. Special attention is focused on types and sources of financial assistance and the institutional practice of packaging (or combining) various kinds of awards. Finally, a separate section is devoted to summarizing student expense budget information for the 1970-71 and 1971-72 academic years as reported by financial aid directors from approximately 2,000 institutions of higher education.

Several related studies have been conducted in the past. In 1957, Hollis studied students' resources and expenditures for college for the 1952-53 school year. Lansing, Lorimer, and Moriguchi (1961) conducted a similar study of student expenditures for the 1959-60 school year. In addition, several institutional studies of student expenditures have been conducted. Lins summarized expenditures for the University of Wisconsin (1961 and 1967). Studies of college costs were conducted at the University of Illinois (Sanford, 1961); one is presently underway at the University of Michigan. Other studies of student expenditures have dealt with specific types of students; for example, the College Scholarship Service recently published expenditure data of self-supporting students (Horch, 1971), and Johnson (1971) published an article about expenses of community college students.

Format of Report

This report contains data from two sources: the questionnaires returned by 3,363 young people who were graduated from high school in May 1968 and the student expense budget information for the 1970-71 and 1971-72 academic years submitted by financial aid directors from approximately 2,000 institutions of higher education. The data from financial aid directors are summarized at the end of Chapter 4. Details mentioned

but not found in the tables and charts included in this report appear in a separate publication.* Most of these findings are related to subgroup information within institutional types. Researchers and financial aid officers interested in the supplementary tables may obtain them upon request from the College Scholarship Service, Educational Testing Service, Princeton, New Jersey 08540.

Population in Study

The population contacted in July 1970 for this study consisted of 8,618 young men and women who were identified in 1968 as attending some postsecondary institution. These students were among 19,612 representing a national sample of high school juniors who participated in a special norming administration of the Preliminary Scholastic Aptitude Test (PSAT) in the fall of 1966. They were followed through grade 12 and for one year beyond high school graduation as part of a special two-phase study investigating the measurement of academic interests (Katz, Norris, and Halpern, Part I, 1970; Norris and Katz, Part II, 1970). Their prospective college plans were reported by their parents; actual attendance in some postsecondary institution was verified by the respective administrators for 89 percent of the May 1968 twelfth graders.

The high schools these students attended were selected at random from the College Entrance Examination Board listing of 22,500 public and private secondary schools. These high schools were representative of the total U. S. Office of Education universe in terms of geographical location, type of school, percentage of students going on to college, and per pupil expenditures (Katz, Norris, and Halpern, 1970).

Thus, the students contacted for the present study represent most of the students who went on to college from a national sample of high school juniors in 1966. When contacted in 1970, the majority of those who continued their education had just completed their second year of college.

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* How College Students Finance Their Education, Supplementary Tables, Princeton, New Jersey: Educational Testing Service, 1971.

Returns

One mail follow-up was used to improve the response rate. Usable returns were received from 3,363 men and women, or 39 percent of the total group contacted. Returns not used included about 300 questionnaires which were undelivered by the post office and about 70 returns from the parents of children who were either in service or deceased.

Reactions toward the study were most favorable, with students very willing to answer questions and to supply additional information whenever requested in the follow-ups that were necessary to clarify or correct omissions and inconsistencies. About one percent of the questionnaires were deleted in the editing process.

Analysis

Since the study involved both young people who continued their education full-time and part-time and those who dropped out of college, the returns were classified into three groups.

Group I: Respondents who attended some postsecondary institution full-time for at least two semesters during the 1969-70 academic year.

Group II: Respondents who attended some postsecondary institution full-time for only one semester during the 1969-70 academic year.

Group III: Respondents who indicated that they were not full-time students during any part of the 1969-70 academic year. Some of these were part-time students and had not attended any postsecondary institution during 1969-70.

Single students in Group I were identified as the main analysis group. With few exceptions, these were sophomores. They were classified by sex, race, type of college attended, and whether or not they lived with parents, relatives, or a guardian and commuted to college, under the assumption that these variables are highly correlated with resources, expenditures, indebtedness, and educational aspirations.

Separate analyses for this main analysis group are also presented by type of institution attended. This permits comparisons of characteristics,

resources, and expenditures among students attending four types of institutions: public four-year colleges, private four-year colleges, public two-year colleges, and other types of institutions. Financial assistance received by students is discussed--grants, loans, and jobs that are administered by institutions as compared with those from other sources--in addition to the institutional practice of packaging financial aid by colleges. It should be noted that packaging financial aid varies according to the student's year in college (College Entrance Examination Board, 1971). Differences among group means for these variables were tested for significance by using either chi square or analysis of variance, depending upon the variable being considered. Details of these results appear in the report containing the supplementary tables.

Sample Bias

As a means of examining bias in the returns for this study, comparisons were made between the population contacted and the respondents in terms of the variables available for both groups. These comparisons appear in Table 1A on the following page. The data show that the percentage distributions of students in both groups from the four geographical areas and the three types of high schools differ, at the most, by three percent. The PSAT means for the respondents are 3.6 points higher on the PSAT Verbal score and 3.9 points higher on the PSAT Mathematical score than those for the group that went on to college directly from high school.

While the above does not answer the question of how biased were the returns, it does show that the respondents were similar with respect to areas of the country they came from and types of high school they attended. The fact that their PSAT scores are higher is not surprising, since students with less ability tend to drop out of college. The distributions of PSAT scores show obvious increases in the percentages of high scoring students among the respondents.

Since the original sample of high school juniors was systematically selected and followed for two years with a minimum attrition rate (as evidenced by verification of the postsecondary school plans for 89 percent of the May 1968 graduates), there is reasonable assurance that the population contacted for this study was a good cross section of college freshmen. The fact that only 39 percent responded, however, must be considered in

Table 1A. Comparison of Respondents with Population Contacted on Geographical Location, Type of High School Attended, and PSAT Scores

Variable	Sample Contacted[a] No.	% of Total[b]	Sample Responding No.	% of Total[b]
Geographical Location				
North Atlantic	2199	26%	939	28%
Great Lakes & Plains	2546	31	911	28
Southeast	1879	23	776	24
West & Southwest	1701	20	674	20
Number	8325		3300[c]	
Type of High School Attended				
Public	6344	76%	2424	73%
Roman Catholic	1527	18	668	20
Other	454	5	208	6
Number	8325		3300[c]	
PSAT Verbal Score				
Over 60	342	4%	199	6%
51 to 60	1135	14	649	20
41 to 50	2177	26	1005	31
31 to 40	2609	32	949	29
30 or less	2003	24	451	14
Number	8266		3253	
Mean	39.2		42.8	
S.D.	11.41		11.09	
PSAT Mathematical Score				
Over 60	526	6%	333	10%
51 to 60	1425	17	756	23
41 to 50	2222	27	1008	31
31 to 40	2375	29	811	25
30 or less	1715	21	343	11
Number	8263		3251	
Mean	41.5		45.4	
S.D.	11.63		11.35	

[a]Students whose questionnaires were returned unopened by the post office were not considered as part of the population contacted.

[b]Because of rounding errors, percentages do not always add to exactly 100 percent.

[c]High school information was not available for an additional 63 students who supplied information for the study.

generalizing from the results reported. Although the number responding is reasonably large, the possibility that the respondents differ appreciably in certain respects from the total group contacted cannot be excluded. The results showed that the proportions of full-time students in this study enrolled in the various types of postsecondary institutions approximate those in the national universe of full-time undergraduates (U. S. Department of Health, Education and Welfare, Office of Education, 1969, p. 7). For this reason, it was not necessary to weight subgroups across institutional type in order to obtain an overall picture of students' characteristics and finances.

Other comparisons between the sample data and national data are possible. Family income is an important variable that is closely related to the type and amount of financial aid resources that are available to students. It also is an important consideration to families in their decisions about whether to send their offspring to public or nonpublic colleges. The Census Bureau has recently published data on the income of families with children in college. Comparison of this information with that provided by students in the present sample (Table 1B) indicates remarkable similarity in the income distribution.

Table 1B. Family Income Percentage Distributions: Sample Data and Census Bureau Data[a]

Family Income	Sample	Census Data
$ 0 - 4,999	11%	8%
5,000 - 9,999	27	27
10,000 - 14,999	31	29
15,000 - over	28	29
Not Reported	2	8

[a]Source: U. S. Bureau of the Census, Current Population Reports, Series P-20, No. 222, "School Enrollment: October 1970," U. S. Government Printing Office, Washington, D. C., 1971.

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This research project was the product of efforts of many individuals. We are grateful to S. A. Kendrick, Executive Director for Research and Development at the College Board, for his encouragement of the project. In addition, James L. Bowman, Director of Financial Aid Studies and Programs at Educational Testing Service, deserves special credit for much work that served as a prelude to this particular project. We are also indebted to James Nelson, Vice President for Financing Higher Education at the College Board, for his review of the manuscript.

Several other persons at ETS deserve a note of thanks. Alice Gerb was responsible for the computer programming. Patricia Kellenyi and Linda Rankin spent countless hours constructing special tables that accompany this report, and Blanche Mark was responsible for the typing of these tables. Finally, the authors are grateful to Nadine Chapman, who spent much time typing and proofing this manuscript.

Chapter 1

Characteristics of Respondents in Study

Among the 3,363 men and women who submitted data for this study, three in four had been full-time students for the 1969-70 academic year. Another 11 percent were full-time students for one semester during that time period. Still another three percent attended some postsecondary institution but not full-time for a complete semester (see Table 2). These statistics would indicate, therefore, that nine in ten of the respondents were involved in some form of postsecondary education.

Note in Table 2 that of the single students who were full-time college students during 1969-70 (Group I), slightly more than half are women and 92 percent classify themselves as white, five percent as black. Two in three attended a public two-year or four-year institution, and one in three lived with parents, relatives, or guardian and commuted to school during the spring semester of 1970.

Group Comparisons

Group comparisons on characteristics related to school achievement, educational expectations, and financial circumstances appear in Table 3. All show significant differences among the three categories of respondents. Among full-time students (Group I), we find practically half of them with average college grades of B or better; we find that only 11 percent do not expect to continue their education full-time the following September; we find that graduate school is enticing to three in five; but we also find that one-third of them borrowed money for their education beyond high school.

Comparing students who had taken two semesters of full-time college work (Group I) with students who had taken only one semester of full-time work (Group II), we observe in Group I higher proportions of women, of white students, of students with high grades, and of students expecting to continue their education into graduate school. Between Groups II and III, there is no difference in the percentage of men and women who have high grades in college, despite the fact that 78 percent of those in Group III took no courses at all during the 1969-70 academic year. About one-third of the students in these two groups, slightly less in Group III than in

Table 2. Response Summary in Study by Subgroup and College Attendance

Subgroup	GROUP I[a]				GROUP II[b]		GROUP III[c]		Total	
	Single		Married							
	No.	%	No.	%	No.	%	No.	%	No.	%
Men	1168	49%	76	55%	203	53%	159	36%	1606	48%
Women	1234	51	63	45	180	47	280	64	1757	52
Black Students	116	5	6	4	15	4	34	8	171	5
White Students	2213	92	128	92	340	89	381	87	3062	91
Other[d]	73	3	5	4	28	7	24	5	130	4
Residents[e]	1581	66	87	63	71	19	23	5	1762	52
Commuters	821	34	52	37	122	32	49	11	1044	31
Not Applicable	....	..	..	..	190	50	367	84	557	17
Public 4-year	1199	50	64	46	166	43	20	5	1449	43
Private 4-year	663	28	19	14	40	10	4	0	726	22
Public 2-year	414	17	43	31	125	33	40	9	622	18
Other	126	5	13	9	52	14	34	8	225	7
Did not attend	...	..	..	..	...	..	341	78	341	10
Total	2402	71%	139	4%	383	11%	439	13%	3363	100%

[a]Respondents who attended college full-time for two semesters during academic year 1969-70.

[b]Respondents who attended college full-time for one semester of academic year 1969-70.

[c]Respondents who had not been full-time college students during any of the 1969-70 academic year.

[d]Includes 33 American Orientals, 24 Spanish surnamed Americans, 7 American Indians, 42 "other" race, and 24 who did not answer the question.

[e]Includes all respondents who indicated that they did not live with parents, relatives, or a guardian and who commuted to school. The question was not applicable if they were not in school or college during the spring semester.

Group II, indicated that finances had prevented them from attending college full-time. Young people in Group III had lower educational aspirations: only one of five thought seriously about graduate school. Group III also has the highest proportion of women (64 percent), the highest proportion of blacks (8 percent), and the highest proportion married (35 percent).

Table 3. Selected Results for Characteristics Which Show Significant Differences Among the Three Groups of Respondents

Characteristic	GROUP I	GROUP II	GROUP III
Median no. of years completed beyond high school	2 yrs. or more	1.4 yrs.	1 yr.
% having average grade of B or better for college work	48%	26%	26%
% expecting to attend college full-time in fall 1970	89%	43%	14%
% borrowing money for education beyond high school	34%	28%	22%
% prevented from attending college full-time during 1969-70 because of finances	N.A.	36%	31%
Mean dollar per borrower for education beyond high school	$1440	$1196	$805
% expecting to attend graduate school	61%	36%	20%
% married and living with spouse	5%	20%	35%

N.A. Not applicable

Note: See definitions of groups in footnotes to Table 2.

Characteristics of the Main Analysis Group

The data in Table 4 show the subgroup distribution of unmarried respondents who were full-time students during the 1969-70 academic year. These constituted the main analysis group in the study. Here we find more men than women in public two-year colleges but more women than men in "other" types of institutions (many of the latter being nursing schools). Many more of the black students (41 percent) than white students (27 percent) went to private four-year colleges. Most of the commuters attended public institutions, but the majority of students attending four-year

Table 4. Single Full-Time College Students in Study Classified by Subgroup Within Institutional Type

Subgroup	Public 4-year		Private 4-year		Public 2-year		Other Types		Total	
Men	589	(50%)	313	(27%)	232	(20%)	34	(3%)	1168	(100%)
Women	610	(49)	350	(28)	182	(15)	92	(7)	1234	(100)
Black Students	55	(47)	48	(41)	11	(9)	2	(2)	116	(100)
White Students	1109	(50)	607	(27)	376	(17)	121	(5)	2213	(100)
Other	35	(48)	8	(11)	27	(37)	3	(4)	73	(100)
Residents	879	(56)	544	(34)	72	(5)	86	(5)	1581	(100)
Commuters	320	(39)	119	(14)	342	(42)	40	(5)	821	(100)
Total	1199	(50%)	663	(28%)	414	(17%)	126	(5%)	2402	(100%)

Note: Due to rounding errors, the percentages do not always add up to 100 percent.

colleges and universities, both public and private, were resident students, as defined in this study. Although the detailed analysis shows differences in subject area interests, such as a high proportion (21 percent) in Group III interested in business, there is still a wide diversity in interests for all groups.

When we compare the enrollees in terms of many of the same characteristics identified in Table 3, we find that the respondents in private four-year colleges did better in college, had higher expectations of continuing their education, borrowed the most money for college, and came from families with the highest incomes. On the other hand, students in two-year colleges had the lowest grades and borrowed the least money for college (Table 5). The latter finding is consistent with other findings for two-year college students. Substantial numbers of junior college students (74 percent) expect to go directly to senior colleges, another fact that is consistent with the growing trend for the junior college to be preparatory for senior institutions. However, only 47 percent expected to attend graduate school.

Students in "other" types of institutions did well in college and expected to continue their education full-time, but not to the extent of students in four-year institutions. However, since many of them were preparing for nursing, as indicated by the high percentage interested in health (39 percent) and the high percentage being women (73 percent), and since some of these institutions are terminal-vocational, it is likely that these students would not be conditioned toward graduate school.

The distribution of major subject interests shows that the highest percentages of students in public four-year colleges were interested in education (19 percent) and social sciences (19 percent), that the highest percentages in four-year private institutions concentrated on social sciences (26 percent) with relatively equal percentages interested in humanities (14 percent), mathematically-related subjects (11 percent), biological sciences (10 percent), and education (10 percent). Business, education, and the social sciences were popular among public two-year college students.

Black students were less likely than white students to have completed two years of college and to have attained an average grade in college of B or better. The educational aspirations of black students were higher than those of whites, as evidenced by the higher percentages of blacks

Table 5. Selected Results for Characteristics Which Show Significant Differences* Among Full-Time Single Students in Study

Characteristic	Public 4-year	Private 4-year	Public 2-year	Other	Men	Women	Black Students	White Students	Residents	Commuters
	(N=1199)	(N=663)	(N=414)	(N=126)	(N=1168)	(N=1234)	(N=116)	(N=2213)	(N=1581)	(N=821)
% completing 2 years or more of college	97%	98%	89%	85%	94%	97%	91%	96%	97%	92%
% having average grade of B or better for college work	48%	53%	39%	52%	41%	54%	33%	49%	50%	43%
% expecting to attend college full-time in fall 1970	94%	96%	74%	69%	92%	88%	94%	90%	92%	85%
% expecting to attend graduate school	64%	69%	47%	43%	66%	57%	72%	61%	65%	55%
% borrowing money for education beyond high school	33%	43%	20%	37%	34%	34%	66%	32%	40%	19%
Mean dollars per borrower for education beyond high school	$1263	$1844	$1259	$1396	$1376	$1567	$1405	$1474	$1550	$1207
% with family income below $10,000	38%	30%	53%	44%	40%	38%	83%	36%	34%	49%

*Significant chi square values at .05 or less.

who planned to resume their education in the fall and to pursue graduate study. We also find that black students were twice as likely as white students to have borrowed for their college education, but the average debt of black borrowers at the end of two years of college was slightly less ($1,405 versus $1,474). These latter two findings indicate that there is parity in terms of average indebtedness, but not in terms of the probability of being in debt.

Turning to commuter students, we find that they were less likely than residents to have completed two years of college; their achievement, as indicated by self-reported grades, was lower; their educational aspirations were lower; they were less likely to borrow for their education; and when they did borrow, it was in lesser amounts, on the average, than was true for resident students.

There is a relationship between family income and the type of institution attended by the student. Specifically, students from lower income backgrounds tend to gravitate to less expensive public institutions, while students from higher income families are found more frequently in the higher cost private institutions. Furthermore, black students, commuters, and students in public two-year institutions were decidedly more likely to come from lower family income backgrounds than their respective counterparts.

In this chapter we have described in detail the characteristics of the respondents. Now we turn to the question of where their money came from for education.

Chapter 2

Where Does the Money Come From for a College Education?

To what extent do full-time college students depend upon scholarships, loans, and jobs for financial support in college? How much of this financial assistance comes from the institution? How much from other sources? What is the employment picture for students, both during the summer and the school year?

Figure 1 gives an overview of the resources for the average unmarried college sophomore in this study. The information is based on responses from 2,402 students who attended institutions of higher learning full-time for the 1969-70 academic year. As expected, parents provided most of the students' income (44 percent)[1]; however, 11 percent came from scholarships and grants, 10 percent from loans, 15 percent from employment during the academic year, and 20 percent from other resources. Included in the other resources category are such items as savings from summer (1969) earnings, amounts drawn from other student assets, amounts received through veterans' benefits, income tax refunds, and so on. Savings from 1969 summer earnings undoubtedly make the major contribution to amounts in other resources for those students who are fortunate enough to find summer work. The summer employment picture in 1970 was not good, however, as verified by students' comments on questionnaires concerning their difficulty in finding summer work. A section of this chapter is devoted to summer unemployment rates among students and the earnings of those who were able to find work.

Resources of Students in Various Subgroups

The resource components for the various subgroups are summarized in Table 6. This table provides the percentages of income received by each group from each of the sources indicated. It shows that women depend more on their parents and less on employment than do men for their support in college. However, this does not mean that women do not work in college.

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[1] It is interesting to note the similarity of this finding to that of Hollis (1957, p. 18). He found that aid from parents comprised 41 percent of the student's resources during the 1952-53 academic year.

Figure I.

Sources of Student Support:
Percentages of Income Received From Various Sources by Students in Study

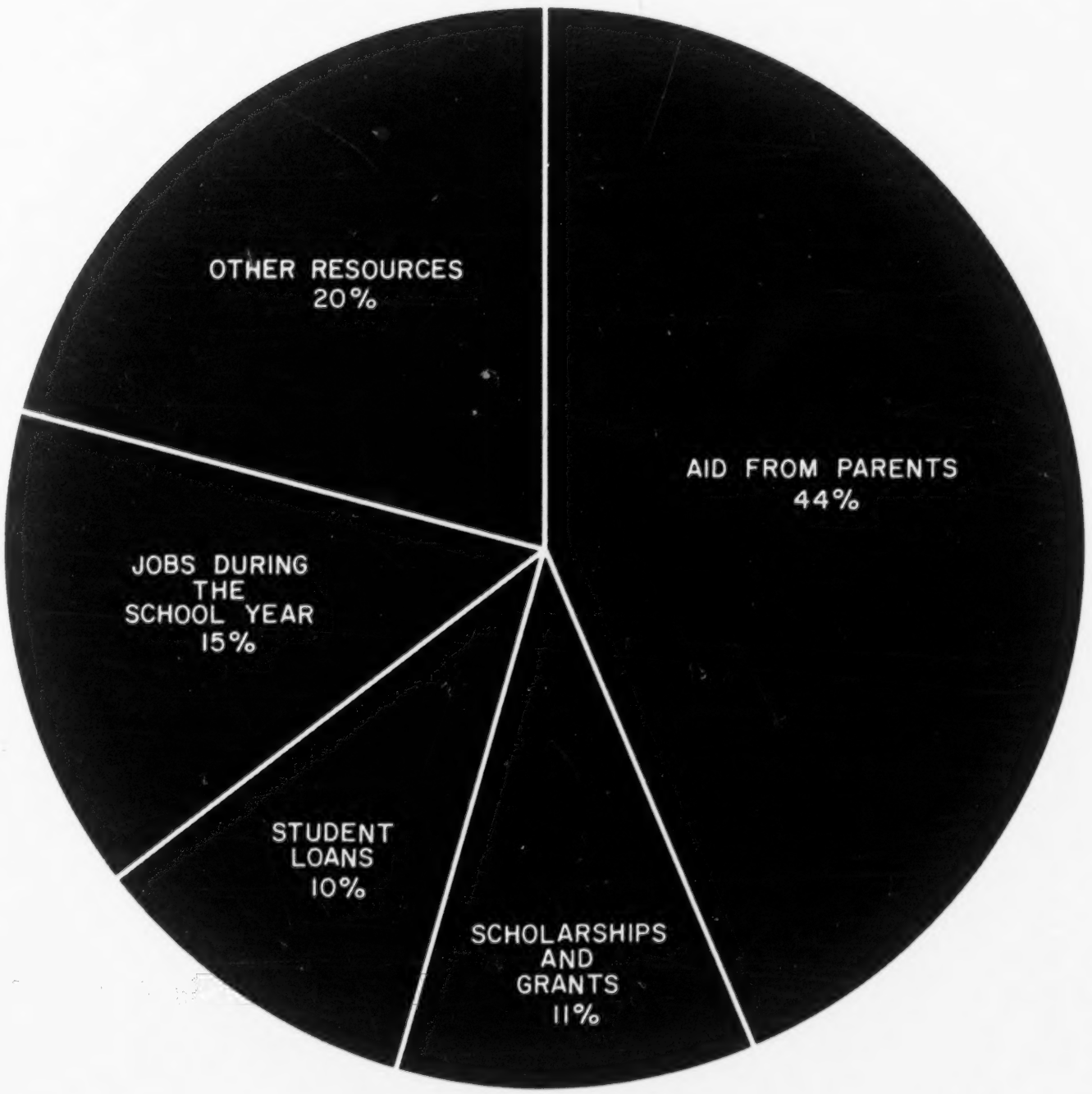


Table 6. Percentages of Income Received from Various Sources by Students in Selected Subgroups

Resource	Men	Women	Black Students	White Students	Residents	Commuters	Public 4-year	Private 4-year	Public 2-year	Other Types	Total
Aid from parents	38%	51%	21%	45%	49%	30%	44%	50%	29%	43%	44%
Educational Opportunity Grants	2	2	11	2	2	2	2	2	2	1	2
Scholarships and grants from college	4	4	15	4	5	2	3	7	1	4	4
State scholarship and grants	3	3	1	3	3	3	3	4	2	1	3
Private scholarship and grants	1	1	2	1	1	1	1	2	1	2	1
National Defense Student Loans	3	3	9	2	3	1	3	3	1	3	3
College loans	*	*	1	*	*	*	*	*	*	*	*
Guaranteed loans	3	4	6	3	4	3	4	4	2	2	3
Nonguaranteed loans	*	1	1	*	1	*	*	1	*	1	*
Other loans	3	3	4	3	3	4	3	3	5	8	3
Term-time jobs awarded as part of aid package	5	4	10	4	4	6	4	3	8	7	4
Other term-time jobs	13	8	5	11	5	27	11	4	29	16	11
Money drawn from assets	17	12	9	15	15	13	18	12	14	9	15
Social Security and Veterans' Benefits	2	2	3	2	2	3	2	2	3	1	2
Income tax refunds	3	2	2	3	2	4	3	2	4	2	3
Other income	1	*	*	1	1	1	1	1	*	1	1
Total percent[a]	100	100	100	100	100	100	100	100	100	100	100

*Indicates percentages of .5 or less.

[a]Due to rounding, totals may not be exactly 100 percent.

On the contrary; substantial percentages of women students are employed, but they tend to earn less than men. Details on items included under "other resources" show, for example, that men depend more on assets than women. While these include trust funds put aside for education, they also include summer earnings, which gives yet another reason why seven percent more of the men's income than of the women's comes from these other resources.

Racial differences are especially apparent in the higher percentages of monies received by blacks from scholarships and loans (29 and 21 percents, respectively, as compared with 10 percent from each source for white students), and the significantly lower percentage (21 percent) from their parents. White students, on the other hand, tend to have more assets than do black students.

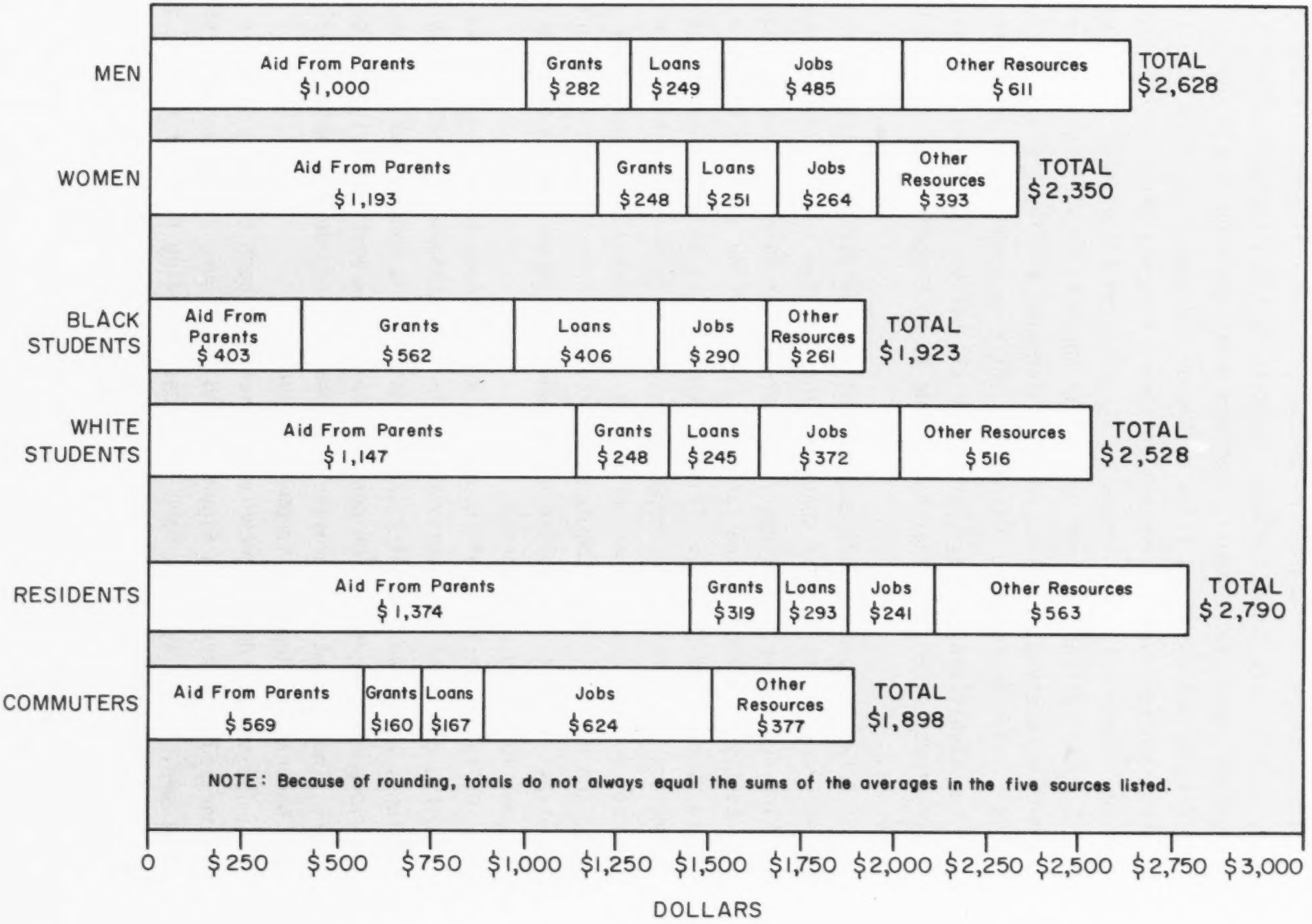
As would be expected, the student who resides at college depends more heavily on parents for his support. The commuter tends to depend most on working during the school year. Differences in parental support, however, are partly explained by the fact that commuters do not consider room and board as aid from parents. This is evidenced by the high percentage of commuters (29 percent) who reported receiving no financial help from their parents and the even higher percentage (41 percent) who reported no costs for food and housing. The commuter also received more from social security and veterans' benefits and income tax refunds: 7 percent as compared with 4 percent for resident students.

Different patterns of income are also evident among students enrolled in different types of institutions. For the student in a public two-year college, less than one-third (29 percent) of his money comes from parents, but more than one-third (36 percent) comes from working during the school year. The student in a private four-year college depends most heavily on his parents and least on income from jobs.

The average dollar amounts received from each resource category are summarized by subgroup in Figures 2 and 3. Figure 2, for example, shows that men, on the average, have resources exceeding those of women: $2,628 as compared with $2,350. Parents averaged almost $200 more toward the support of their daughters than toward support of their sons; but their sons received more from all other resources except loans. Here the average amounts were about the same for both sexes.

Figure 2

Average Resources of Single College Sophomores by Sex, Race, and Residence:
1969-70 Academic Year



Looking at the total resources for black as compared with white students, we find, on the average, for black students, significantly less coming from their parents and about half as much from other resources. The average black student's financial aid in grants and loans is substantially higher than the white student's, while his earnings during the school year are less. His total resources average about $600 less than those for white students.

Resources of the average resident student are about $900 more than those of the commuter. The average resident student receives on the average, more in grants and loans but substantially less from work done during the academic year. The amount received from parents averaged about $1,370 as compared with approximately $570 provided by commuters' parents.

Figure 3 shows the average total resources by type of institution. Total resources of students at the private four-year colleges averaged about $3,560. Students at public two-year colleges, lowest of the four groups, averaged about $1,850 in total resources.

Grants, Loans, and Jobs During the School Year

The income picture presented thus far is for the average respondents in the study. However, where financial aid is concerned, not all students are recipients. The data in Table 7 show that only small percentages of students actually received financial assistance. The numbers shown in the table are not additive; a single student may have received several forms of assistance. For this reason, a separate chapter is devoted to packaging, or the practice used by institutions in combining grants, loans, and/or jobs for awards to individual students.

For the total group, the data show that institutional and state scholarships were given to 18 and 15 percent of the sophomores, the highest percentages for grant aid in the study. Private sources were responsible for scholarships and grants received by seven percent of the respondents. The highest dollar award in grant aid came from the Federal Educational Opportunity Grant Program from which one in three black respondents received assistance. Almost as high a percentage (29 percent) of the black students had grants from the institutions they attended.

Figure 3
Average Resources of Single College Sophomores by Type of College:
1969-70 Academic Year

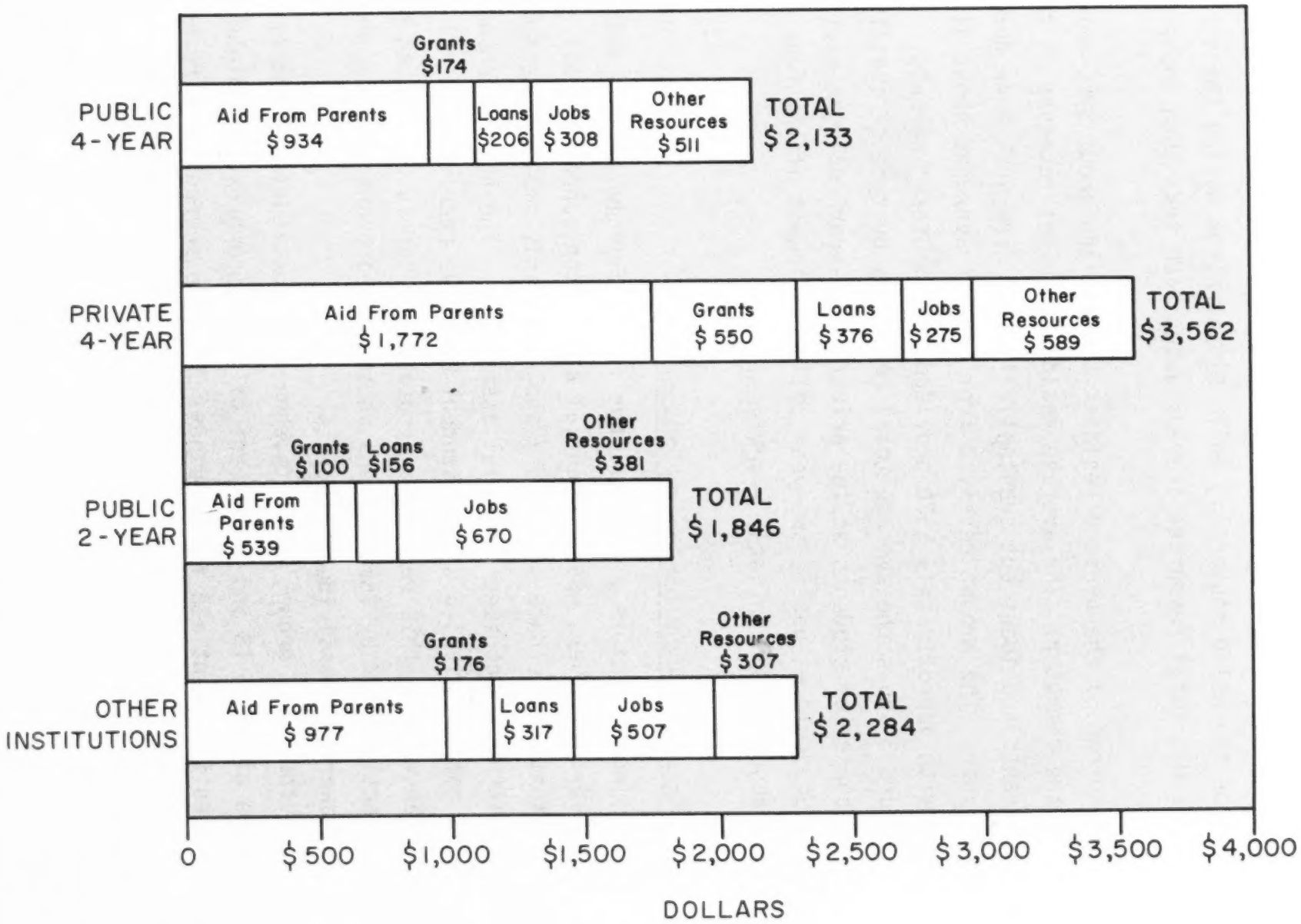


Table 7. Numbers and Mean Awards to Full-Time Single Students in Study: 1969-70 Academic Year

RESOURCE	TOTAL GROUP			SEX				RACE				STATUS			
				Men		Women		Black Students		White Students		Residents		Commuters	
	No.	%	Mean	No.	Mean	No.	Mean	No.	Mean	No.	Mean	No.	Mean	No.	Mean
	(N=2402)			(N=1168)		(N=1234)		(N=116)		(N=2213)		(N=1581)		(N=821)	
Grants and Scholarships															
Educational Opportunity Grants[a]	188	8%	$605	78	$681	110	$550	39	$684	143	$597	141	$640	47	$498
Scholarships and grants from college[a]	430	18	589	205	671	225	515	34	965	382	565	327	657	103	375
State scholarships and grants	351	15	537	162	576	189	504	4	704	336	532	250	539	101	533
Private scholarships and grants	164	7	492	84	543	80	437	7	693	153	463	117	555	47	334
Loans															
National Defense Student Loans[a]	287	12	558	141	578	146	539	39	488	240	568	237	579	50	462
College loans[a]	39	2	419	15	303	24	491	7	343	30	457	36	436	3	208
Guaranteed Loans	202	8	984	97	943	105	1022	16	887	183	991	156	1000	46	929
Educational loans from other organizations not guaranteed by state or federal government	39	2	784	13	664	26	844	2	873	37	799	32	804	7	692
Other loans	226	9	865	120	876	106	854	15	650	206	883	143	904	83	799
Jobs															
Term-time jobs awarded as part of aid package[a]	471	20	544	216	712	255	401	49	443	406	565	337	503	134	646
Other term-time jobs	1089	45	584	579	713	510	439	24	497	1030	576	596	354	493	863

[a]These types of financial assistance are administered by institutions.

One respondent in eight received loans under the National Defense Student Loan (NDSL) Program. Black students were three times as likely as whites to receive an NDSL, but their average amount from this program was slightly less. Little difference existed between percentages of men and women receiving an NDSL and the average size of their loans. Resident students were more than twice as likely as commuting students to receive a National Defense Loan, and the average amount they received was about $100 higher.

One respondent in twelve had a guaranteed loan. Higher percentages of blacks than whites and of residents than commuters received guaranteed loan assistance. Within each of the various subgroups, the averages for guaranteed loans were almost twice those for National Defense Student Loans.

Only one-fifth of the group worked in employment provided, paid for, and assured by school or college as part of the financial aid package. Almost half of the respondents held other types of jobs during the school year. The average income from these two types of earnings differed by only $40. Women earned significantly less than men; and black students who worked in institutionally-provided jobs averaged less than whites who had similar arrangements. However, black men in noninstitutionally-provided jobs averaged less than white students in the study who also worked in noninstitutionally-provided jobs.

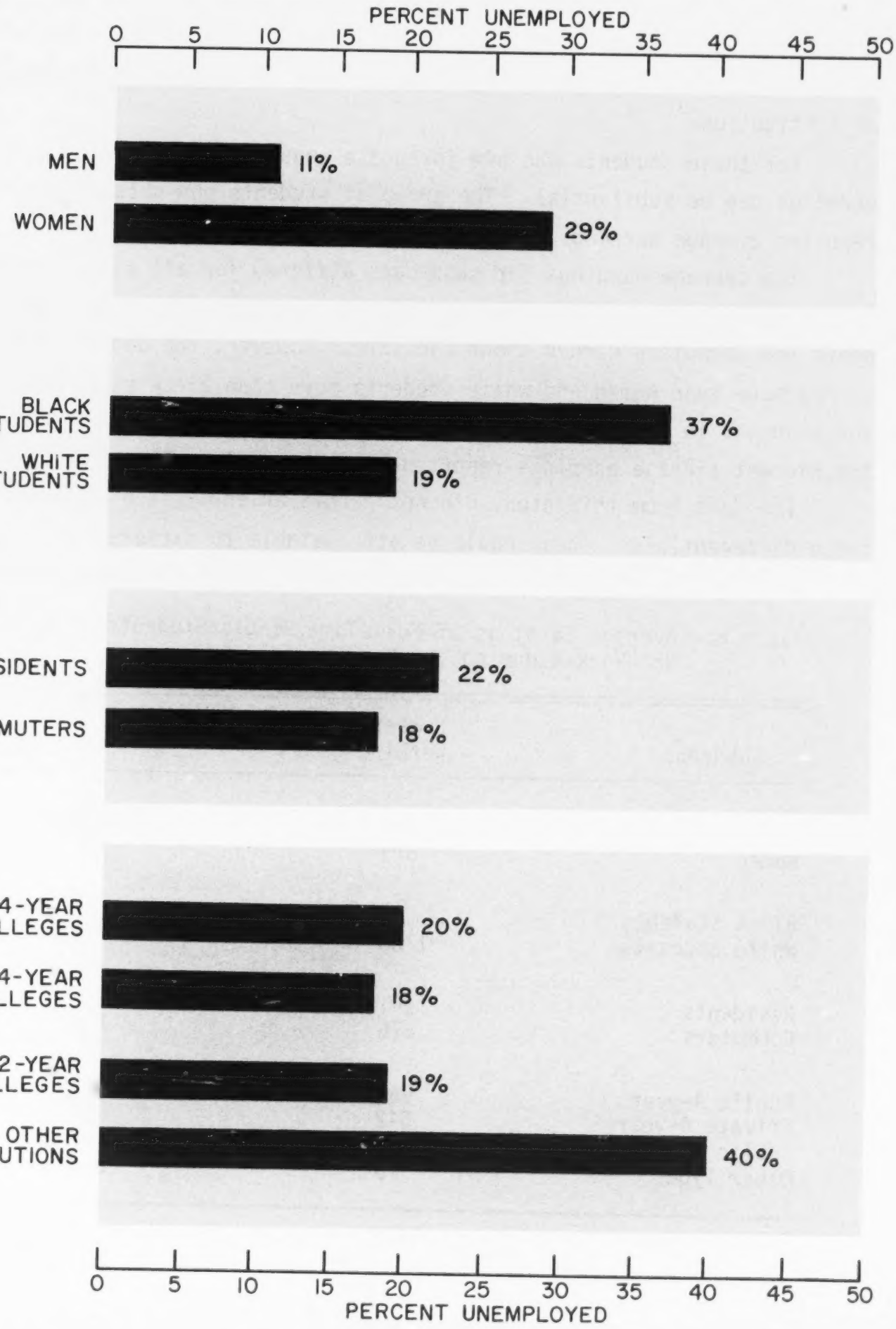
Summer Employment

Students were asked to report the amounts they expected to earn during the summer of 1970. The questionnaires were completed and returned by respondents during July and August of 1970; thus, they were able to assess with some certainty their chances for employment and the amount they were likely to earn during that summer.

It was noted earlier in this chapter that students had difficulty finding employment in 1970. The magnitude of their difficulty is graphically presented in Figure 4. Black students had a particularly difficult time in securing summer work; they were more than twice as likely as whites to be unemployed during the summer. Women also had difficulty; more than twice as likely as men to be unemployed. Resident students were somewhat more likely to be unemployed than commuters. This difference is partly attributable to the

Figure 4

Percentages of Single College Sophomores in Various Subgroups Who Were Unemployed in Summer 1970



fact that that resident students are not at home at the time jobs can be obtained. Unemployment rates are comparable across colleges except in "other" types of institutions where it is high (40 percent). This is undoubtedly a reflection of the fact that women, whose summer unemployment rate is high, constitute such a high percentage (73 percent) of respondents at other types of institutions.

For those students who are fortunate enough to find summer work, the earnings can be substantial. The group of students who obtained summer jobs reported average earnings of $718 (see Table 8).

The average earnings for subgroups differed for all classifications except that based on whether or not the student commuted to college. Residents and commuters earned about the same. However, the data show that men earned more than women and white students more than black students. Earnings for students in the various types of institutions ranged from $660 to $756, the highest average earnings reported by students in public two-year colleges.

The data from this study did not permit an analysis of the causes for these differentials. These could be attributable to differences in length of time worked, employment rates, or to sex and racial bias.

Table 8. Average Earnings of Full-Time Single Students in Study Who Worked during the Summer of 1970

Subgroup	Number Working	Average Summer Earnings
Men	1039	$869
Women	878	538
Black Students	73	519
White Students	1788	725
Residents	1241	717
Commuters	676	719
Public 4-year	963	726
Private 4-year	542	687
Public 2-year	336	756
Other Types	76	660
Totals	1917	$718

Parrella (1971, p. 60) concluded that black-white differences in student summer earnings are very probably the result of lower rates of pay for blacks, and not the number of hours or weeks worked.

Indebtedness of Students in Study

One of the purposes for the present study was to examine how much students have borrowed, and whether relationships existed between borrowing and persistence in college, and plans to attend graduate school.

In this section, we explore the total monies borrowed for education by students during the first two undergraduate years. Students were asked to report on the questionnaire the total amount of money they had borrowed for education since leaving high school. Analysis of responses to this question is shown in Table 9. Here we may observe the number of students in the various subgroups, the percent in each subgroup that had borrowed some amount for education and the average debt for those who had borrowed. Review of Table 9 indicates that men were somewhat more likely than women to be in debt, except at public two-year institutions where the reverse was true. Women borrowers, however, had higher average indebtedness than men, regardless of the type of institution attended. Comparison of residents and commuters reveals that resident students were both more likely to be in debt (except at private four-year institutions where no difference existed), and to have higher average indebtedness.

Although not shown in Table 9, black students were twice as likely as white students to be in debt for their education. Two-thirds of the black students (66 percent) were indebted, compared to one-third (32 percent) of the white students. The average indebtedness of black borrowers was somewhat lower, however. Their average debt, after two years of college, was $1,342 compared to $1,446 for white borrowers.

The indebtedness of students midway in their undergraduate careers is substantial. About a third of the students in public four-year institutions were in debt, and approximately 43 percent of the private college students had borrowed funds for education. But what are the effects of borrowing? This study explored two possible effects: (1) that students who borrow are less likely to plan to continue their education in the following academic year, and (2) that students who borrow are less likely to aspire to post-baccalaureate study.

Table 9. Total Monies Borrowed for Education by College Sophomores in Study Since Leaving High School

Subgroup	Public 4-year			Private 4-year			Public 2-year			Other		
	Base N	% in Debt	Mean Debt	Base N	% in Debt	Mean Debt	Base N	% in Debt	Mean Debt	Base N	% in Debt	Mean Debt
Men	622	34%	$1,162	321	44%	$1,696	258	20%	$1,142	39	44%	$1,225
Women	640	33	1,327	361	42	1,932	198	23	1,210	98	31	1,464
Residents	922	39	1,298	559	43	1,833	89	34	1,818	95	37	1,387
Commuters	340	19	940	123	43	1,750	367	18	885	42	29	1,351

Table 10 was prepared to answer the first question. This table shows the percentages of sophomores in the study, classified by size of debt and grades in college, who planned to continue into the junior year. Grades in college were introduced into the analysis since it was hypothesized that their relationship with junior year plans would be strong. Thus, the analysis attempted to determine whether a significant relationship existed between size of debt and junior year plans, when college grades were controlled. From Table 11, we observe that no significant relationship between indebtedness and persistence in college existed, after controlling for grades in college.

Table 10. Percentages of Sophomores in Study Who Planned to Continue into the Junior Year in College, by Size of Debt and College Grades[a]

Size of Debt	Grades in College			
	A or B	C	D or Lower	Totals
High (>$2,000)	98%	100%	100%[b]	99%
Intermediate ($1,001-2,000)	92	86	67	88
Low ($1-1,000)	93	84	50[b]	88
Zero	92	88	66	89

[a]None of the above relationships were significant at .05 or less.

[b]Based on Ns less than 5.

The methodology for examining the relationship between indebtedness and plans for postbaccalaureate study was identical to that just described. The results of this analysis appear in Table 11. Review of these data yields a similar conclusion. For students in our study, no significant relationship existed between size of debt and graduate school aspirations, after controlling for undergraduate grades.

Table 11. Percentages of Sophomores in Study Who Aspired to Graduate School, by Size of Debt and Grades in College[a]

Size of Debt	Grades in College			
	A or B	C	D or Lower	Totals
Higher (> $2,001)	78%	55%	100%[b]	64%
Intermediate ($1,001-2,000)	74	61	33	67
Lower ($1-1,000)	75	58	50[b]	67
Zero	68	51	28	59

[a]None of the above relationships were significant at .05.

[b]Based on Ns less than 5.

Students' resources for college, their summer employment patterns, and their indebtedness have been treated in this chapter. The next chapter also deals with students' resources, but examines the role of institutional financial aid in more detail.

Chapter 3

How Do Postsecondary Institutions Distribute Financial Aid?

In Chapter 2, financial aid received by students was discussed in terms of percentages and amounts of aid they received from individual sources such as grants, loans, and jobs. In that chapter, the description centered around the typical sophomore's resources. Not all students receive financial aid. For students who do, the type of aid and the combination of aid can vary considerably. For example, some students may receive only a grant while others may obtain an aid combination, or package, that includes amounts from grants, loans, and jobs.

This chapter deals with those students in the study who received financial aid from institutions in the form of grants, loans, and employment during the school year. The analyses reported in this section were designed to provide answers to such questions as: How much assistance in grant, loan, and job aid was provided by institutions to help students meet their expenses? What percentages of the sophomores in this study received funds from the institutions they attended? To what extent did the institutions package financial aid for their students? Was there a relationship between the practice of packaging and the size of the award? How did the various subgroups in the study compare in the amounts of aid they received?

Several studies have been conducted in the area of financial aid packaging. Schlekat (1966) investigated institutional packaging practices, particularly the relationship between institutional packaging practices and socioeconomic class. He found that students from the upper socioeconomic levels received preferential treatment in some ways, apparently because of their higher test scores; students from lower socioeconomic classes were treated better in other ways, partly because of their poverty. Lower class applicants were found to have a better chance of receiving aid, and in larger amounts, than higher socioeconomic applicants. On the other hand, higher socioeconomic students were more likely to receive outright grants and to graduate from college with less indebtedness than lower class applicants.

Another study of institutional packaging practices was conducted by Robert Huff for the Cartter Panel convened by the College Board. Salient

findings of this study, reported in New Approaches to Student Financial Aid (1971), are similar to those of Schlekat. Using multiple regression techniques, this study found that measured ability was generally the most important predictor of the grant component of the aid package. It is important to note that this finding is restricted to first year (freshman) students.

Haven and Smith (1965) surveyed 1,700 American colleges and universities on practices in awarding financial aid to full-time undergraduates for the 1963-64 academic year. A comparison of this 1965 study with the present study appears at the end of this chapter.

Institutional and Noninstitutional Aid Received by Students in Study

For the present study, the analysis differentiated between financial aid administered by institutions and that received by students from sources other than the institutions they attended. Included in the first category were amounts received from the Educational Opportunity Grant Program, institutional scholarships and grants, National Defense Student Loans, institutional loans, tuition remissions, and earnings from work (during the school year) that was assured as part of the financial aid package. Noninstitutionally-administered aid included guaranteed loans and nonguaranteed loans received by students, scholarships and grants from private and state sources, and earnings from jobs that were not assured as part of the aid package. While this section compares the assistance received from both of these sources, the remainder of this chapter is concerned only with the institutional practice of packaging financial assistance.

Table 12 provides a comparison of the aid received from institutionally and noninstitutionally administered programs. In this table, it may be observed that of the $2.1 million in financial aid received by the sample of full-time college sophomores in this study, about $800,000 (38 percent) came from institutions; the majority of aid dollars (62 percent), however, was received through noninstitutional sources. When comparisons are made by type of aid, we see that the majority of scholarship and grant funds (58 percent) were received through the institution, but noninstitutional sources accounted for the larger percentages of money received from loans and jobs. The latter two findings should not be too surprising in view of the broad

definition used for defining financial aid from noninstitutional sources. For example, it includes the Guaranteed Loan Program, which is the largest single source of loans in this country. In addition, it is not surprising that more money is earned during the school year by students who may or may not demonstrate financial need, than by those who apply for aid and thus, demonstrate a need for assistance.

Table 12: Financial Aid Dollars Received by Students in Study from Institutional and Noninstitutional Sources: 1969-70 Academic Year

Type of Aid	Financial Aid from Institutions		Financial Aid from Noninstitutional Sources		Total	
	Dollars	%	Dollars	%	Dollars	%
Grants	$367,070	58%	$269,057	42%	$636,127	100%
Loans	176,595	29	424,921	71	601,516	100
Jobs	256,188	29	636,415	71	892,603	100
Total	$799,853	38%	$1,330,393	62%	$2,130,246	100%

In a fashion similar to that presented in Table 12, percentages of the various types of aid dollars coming from institutionally-based programs were computed for the various student subgroups in the study. These percentages are shown in Table 13. The totals shown in that table indicate that women received a slightly larger share (39 percent) of their financial aid from institutions than did men (36 percent). Substantial differences existed, however, between black and white students, and between residents and commuters. Two-thirds of the financial aid dollars to black students came through institutionally-based programs, compared to one-third for white students. When considered by type of aid, blacks relied more heavily than whites on institutionally-based grant, loan, and job programs. Nearly 90 percent of the grant aid received by blacks was secured through institutions, compared to 55 percent for whites. Sixty-five percent of their job aid was obtained through employment assured as part of the aid package. These two findings could reflect heavier reliance by blacks on the Educational

Opportunity Grant and College Work Study Programs, both of which are administered by institutions.

Table 13. Percentages of Grant, Loan, and Job Aid Dollars Received Through Institutionally-Administered Programs by Subgroups in Study: 1969-70 Academic Year

Subgroups	Grants	Loans	Jobs	Total
Men	58%	30%	27%	36%
Women	58	29	31	39
Black Students	88	46	65	69
White Students	55	26	28	35
Residents	67	11	17	33
Commuters	34	55	45	45
Public 4-Year	54	30	27	35
Private 4-Year	33	33	43	35
Public 2-Year	48	16	21	23
Other Types	63	22	30	33

Review of the totals for residents and commuters reveals that the commuters relied more heavily on their institutions for financial aid than did resident students. Residents received two-thirds of their grant aid through institutions but only 11 percent of their loan aid. On the other hand, commuters received only a third of their grant aid through institutionally-administered programs but 55 percent of their loan aid through the college.

In comparing the percentages of monies received in grants, loans, and jobs by students attending the various types of institutions, we find that students in private four-year institutions received the lowest percentage of grant aid from institutions (33 percent), but the highest percentages in loans (33 percent) and jobs (43 percent). On the other hand, public four-year and other types of institutions awarded more than half the monies received by their students in scholarships and grants.

Students at public two-year colleges relied least on funds from college-based aid programs; only 23 percent of the total aid monies came from their institutions. This is due largely to the high percentages of students in public two-year colleges who received loans and jobs from noninstitutional sources.

Institutional Financial Assistance

The data in Table 14 show that the overall mean institutional award to students was $889; that men as compared with women, black students as compared with white students, and residents as compared with commuters average higher amounts in financial assistance. Comparison of the mean awards received by students in various types of institutions reveals few surprises. Students enrolled in private four-year colleges received the highest average awards while students at public two-year colleges received the lowest average awards. As we will see later in this report, the expense budgets of students enrolled in the various types of institutions follow the same pattern: highest at private four-year colleges, and lowest at public two-year colleges. Thus, it is not surprising that the size of average awards follows the expense budget pattern, especially in view of the fact that student aid is generally awarded on the basis of financial need.

Packaging Student Aid

The summary data in Table 14 show that 561 of the 900 individual awards (62 percent) were single awards, either a grant, a loan, or a job. However, the data also show that one student in seven received packaged aid, which is a composite of grant, loan, and/or job aid combined in varying proportions.

The incidence of packaging aid was slightly higher for women than for men and for residents than for commuters. However, 43 percent of the awards to black students and 24 percent of those to students in private four-year colleges were packaged, the highest percentages in these group comparisons.

Comparison Between Single and Packaged Awards

Figure 5 represents the distributions of both single and packaged awards by dollar amounts. If these frequencies were converted to percentages, the results would indicate that more than 70 percent of the awards over $1,500 are packaged and that this percentage is as low as 4 percent for small awards ($250 or less) and 15 percent for awards between $250 and $500. We find only 15 percent of the single awards are over $1,000 as compared with 56 percent of the packaged awards. The overall mean packaged award is $1,300, an amount double that of the overall mean single award of $640 (Table 14).

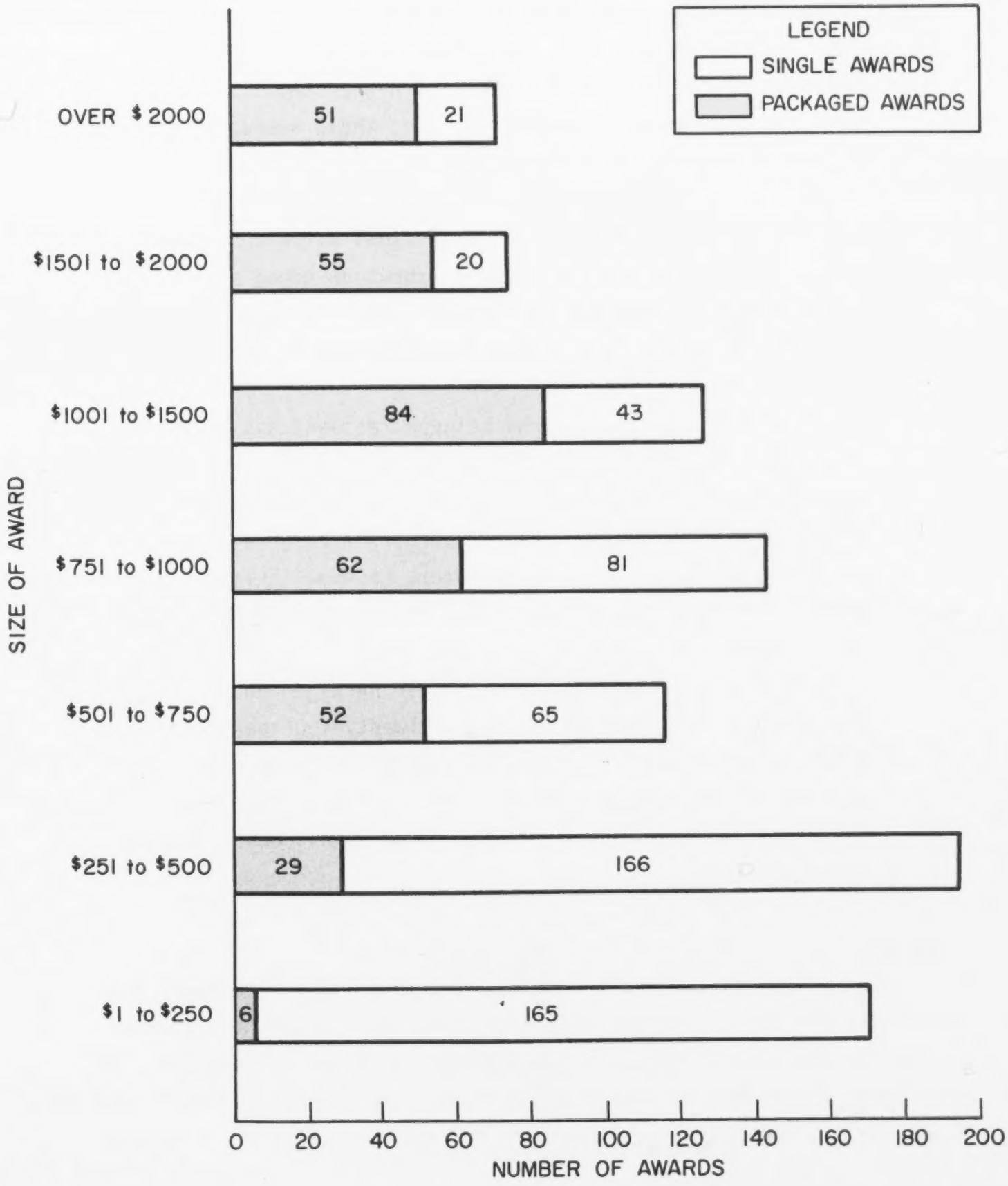
Table 14. Summary of Student Awards from Institutions for Subgroups in Study: Number, Percentages, and Means for Single, Packaged, and Total Awards: 1969-70 Academic Year

Subgroups	Number of Awards			Percents of Total[a]			Mean Awards		
	Single	Packaged	Total	Single	Packaged	Total	Single	Packaged	Total
Men	283	147	430	24%	13%	37%	$ 760	$1,465	$1,001
Women	278	192	470	23	16	38	518	1,173	786
Black Students	26	50	76	22	43	66	1,021	1,483	1,325
White Students	514	279	793	23	13	36	629	1,279	858
Residents	365	282	647	23	18	41	660	1,372	970
Commuters	196	57	253	24	7	31	604	945	681
Public 4-year	241	142	383	20	12	32	550	1,100	754
Private 4-year	175	158	333	26	24	50	769	1,557	1,147
Public 2-year	107	25	132	26	6	32	607	896	662
Other Types	38	14	52	30	11	41	716	1,037	802
Total	561	339	900	23%	14%	37%	$ 640	$1,300	$ 889

[a]Based on number of respondents in each subgroup.

Figure 5

Numbers of Single and Packaged Awards by Size of Award Given by Institutions to Sophomores in Study: 1969-70 Academic Year



Comparisons among subgroups show the following:

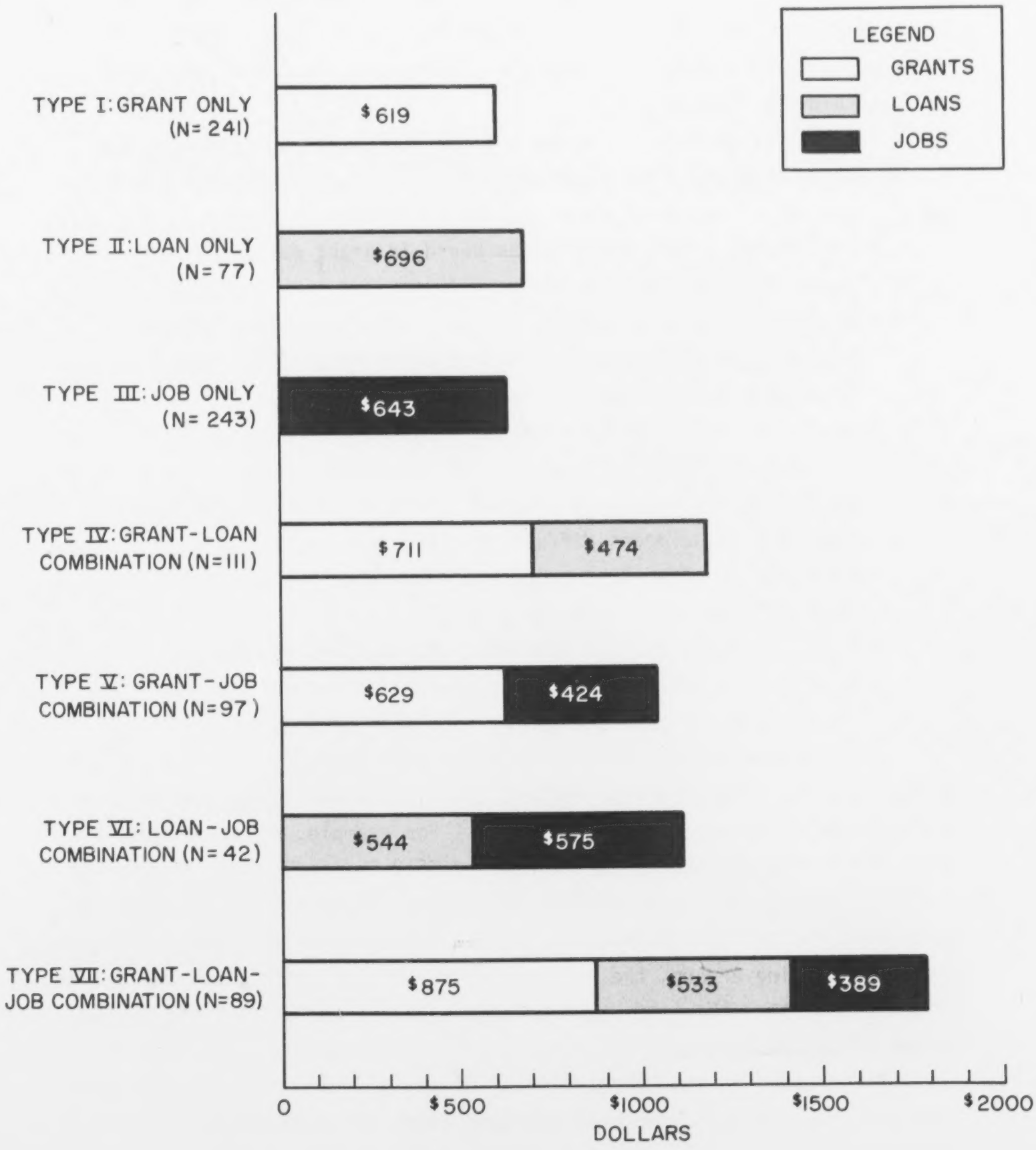
- While more awards for women than for men were packaged, we nevertheless find fewer female awards (52 percent) exceeding $1,000 than those for men (63 percent). In fact, the distribution of awards shows that even single awards for women are less, on the average, than single awards for men.
- Black students consistently averaged higher amounts in student aid than white students. Half of their awards exceeded $1,000 as compared with 29 percent of those given to white students; 17 percent exceeded $2,000 as compared with 7 percent for white students. The greatest difference among awards to black and white students shows up among single awards where the average mean single award for black students ($1,021) is almost $400 higher than that for white students ($629).
- The main difference in awards between resident and commuting students is in the amount of assistance received in packaged aid. Not only is the practice more prevalent for resident students, but the mean packaged award is much greater for residents ($1,372) than for commuters ($945). Thirty-six percent of the packaged awards for residents exceeded $1,500 as compared with 9 percent for commuters.
- Private four-year colleges gave higher packaged awards than the other three types of colleges. Twenty-four percent of their packaged awards exceeded $2,000 as compared with only 7 percent of the packaged awards given by public four-year colleges, and less than 7 percent given by all other institutions combined.

Components of Institutional Financial Aid Packages

Another way of assessing institutional awards is to compare the components of the various financial aid packages received by the average student in the study. Figure 6 presents this kind of information. It highlights the number of awards of each type (single and packaged) and the means for the respective components of the packaged awards. A legend

Figure 6

Average Amounts of Institutional Awards in Grant, Loan, and Job Aid by Type of Financial Aid Package: 1969-70 Academic Year



identifies whether a component is grant, loan, or job aid. The overall mean for each packaged award equals the sum of the means of its components.

Single awards of grants and jobs were the most common types of institutional awards reported by the students in this study. Among packaged awards, the loan-job combination was the least popular award. As one might expect, the scholarship-loan-job combination (Type VII) provided the most aid per student.

Table 15 gives both the means for the components of financial aid awards received by selected subgroups and the overall mean grant, loan, and job awards. These data highlight the following:

- The overall institutional mean award in grant was $682, in loans $554, and in jobs $544.
- In grants, men consistently averaged more than women regardless of type of award; the biggest difference was in Type VII awards (grant-loan-job combination).
- Black aid recipients averaged more than $1,000 in grants and less than $500 in loan and job assistance. White students also averaged more in grant aid than in either loans or jobs, but these means differed by less than $100.
- Commuters received less grant and loan money but more employment aid than did residents.
- On the average, private four-year colleges awarded higher amounts in grants and loans and, except for single awards, less in job aid than did public four-year colleges.

For packaged awards, to calculate the mean award by type for any subgroup, it is only necessary to combine the means reported for the components of that type using the data in Table 15. For example, the mean Type IV award for men equals $863 in grant aid and $512 in loan aid, or a total of $1,375. In this way it is possible to prepare charts similar to Figure 6 describing the overall mean awards for all subgroups in this table. Because of rounding errors, the total award calculated in this way may differ slightly from that obtained by dividing the actual dollars awarded by the number of aid recipients.

Differences in the composition of financial aid packages were further examined by calculating for each packaged award the percentages of money dispensed in grant, loan, and job aid depending on the type of package.

Table 15. Mean Student Awards in Institutional Aid by Type for Selected Subgroups in Study: 1969-70 Academic Year

Subgroups	Type of Award[a] I	II	III	IV	V	VI	VII	Total
GRANTS								$682
Men	$663	...	...	$863	$682	...	$1,097	$769
Women	571	...	...	599	596	...	717	608
Black Students	1,291	...	...	837	709	...	1,114	1,027
White Students	587	...	...	687	632	...	800	646
Residents	709	...	...	731	694	...	934	755
Commuters	448	...	...	618	395	...	411	462
Public 4-year	513	...	...	543	427	...	592	518
Private 4-year	809	...	...	926	915	...	1,068	909
LOANS								$554
Men	...	$734	...	512	...	$528	505	573
Women	...	653	...	447	...	569	553	536
Black Students	...	1,083[b]	...	499	...	308[b]	451	488
White Students	...	691	...	467	...	608	555	566
Residents	...	706	...	493	...	582	557	573
Commuters	...	659	...	388	...	318	348	456
Public 4-year	...	628	...	441	...	522	445	505
Private 4-year	...	844	...	549	...	590	584	611
JOBS								$544
Men	...	...	$874	...	490	711	434	712
Women	...	...	432	...	381	376	357	401
Black Students	...	...	710	...	323[b]	448[b]	362	443
White Students	...	...	650	...	441	634	400	565
Residents	...	...	587	...	408	586	403	503
Commuters	...	...	728	...	482	508	281	646
Public 4-year	...	...	555	...	445	707	456	540
Private 4-year	...	...	675	...	369	294	369	469

[a]Type I : Grant only
Type II : Loan only
Type III: Job only
Type IV : Grant-loan combination
Type V : Grant-job combination
Type VI : Loan-job combination
Type VII: Grant-loan-job combination

[b]Means based on n's less than 10.

For example, a student receiving a Type IV award may have 25 percent in grant money and 75 percent in loan money; another student may have an award made up of 75 percent in grant aid and 25 percent in loan aid. Based on the distributions of these percentages for students receiving each type of packaged award, average percentages were calculated. These allow the reader to observe differences in the average package received by sophomores in the study.

Table 16 presents the average percentages for subgroups in the study. Here the following observations may be made.

- In packages that include loan aid, the average proportion of loans to the total package is higher for women than for men.
- The financial aid packages received by black students had higher average percentages of grant money and lower average percentages of loan money than the awards received by white students.
- Commuters depended more on employment awards than did resident students--a practice that persisted in all awards containing job aid administered by institutions.

Figure 7 is a graphical representation of packaging aid by two types of institutions, public four-year and private four-year colleges. Public two-year and other types of postsecondary schools were not included because together they gave only 12 percent of the total number of packaged awards. It is obvious from this figure that, on the average, private colleges awarded to individual students higher proportions of grant aid in relationship to other forms of assistance than did public institutions. In the awards combining grants and jobs, and loans and jobs, job aid averaged about half of the package received by students in public four-year institutions but only one-third of the package for those in private four-year colleges.

Comparison with the Haven-Smith Aid Study

In this 1963 study covering the 1963-64 academic year, male upperclassmen (excluding transfer students) averaged more in gift and job aid but about the same in loan aid as did women. In the present study, male sophomores averaged more than female sophomores in all forms of financial assistance, but their average loan award was more nearly like that for women than either the average grant or job awards.

Figure 7

Components of the Average Financial Aid Packages Expressed as Percentages of the Total Aid Received by Sophomores in Study at 4-Year Public and Private Institutions.

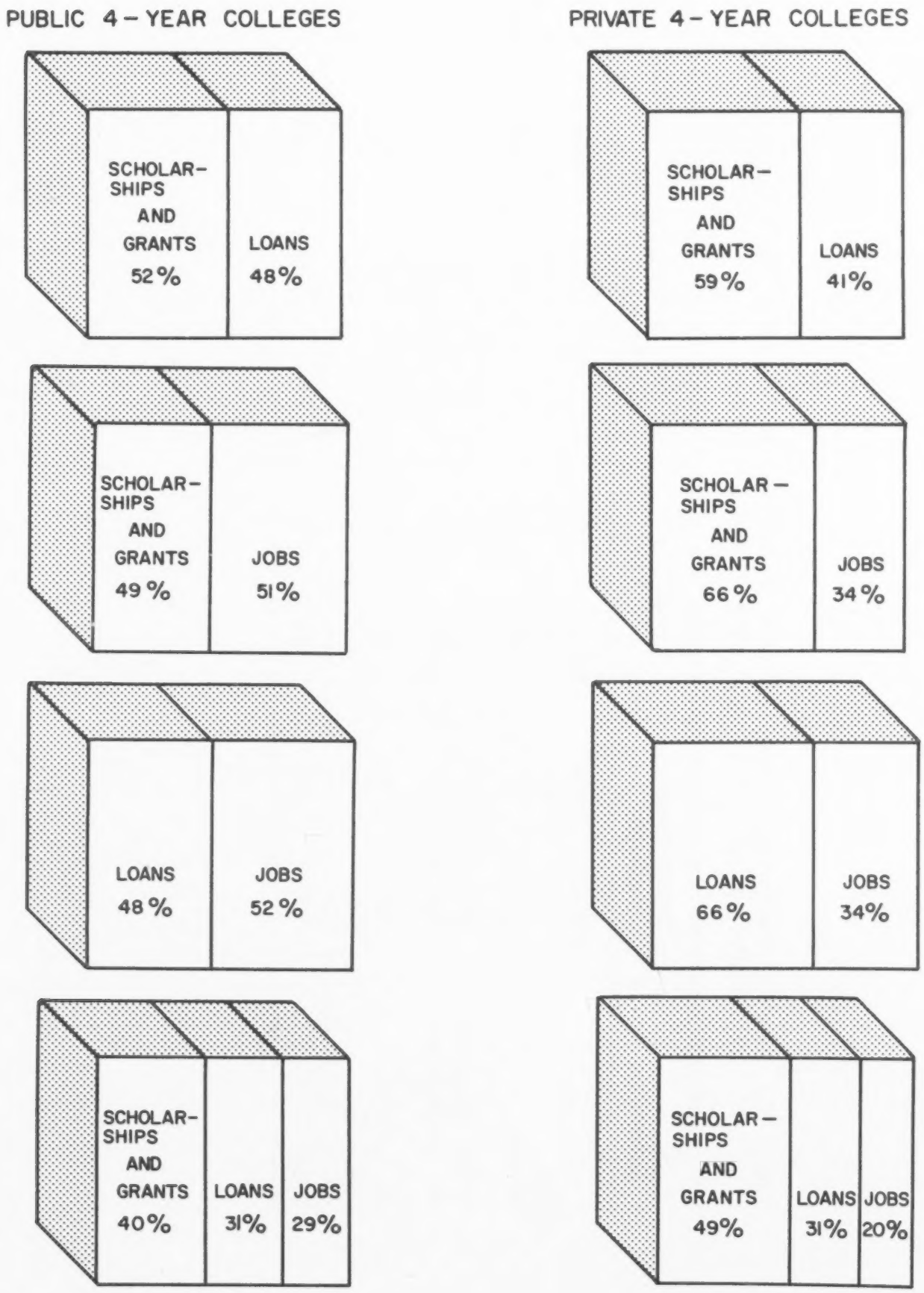


Table 16. Average Percentage Composition of Institutional Financial Aid Packages Received by Selected Subgroups in Study: 1969-70 Academic Year

Subgroups	Grant-Loan Package		Grant-Job Package		Loan-Job Package		Grant-Loan-Job Package		
	Grants	Loans	Grants	Jobs	Loans	Jobs	Grants	Loans	Jobs
Men	58%	42%	56%	44%	51%	49%	50%	27%	23%
Women	55	45	56	44	59	41	43	35	23
Black Students	59	41	68	32	42	58	54	25	20
White Students	56	44	55	45	55	45	43	33	24
Residents	56	44	58	42	55	45	46	31	22
Commuters	56	44	49	51	47	53	40	33	28
Total	56%	44%	56%	44%	54%	46%	46%	31%	23%

In both studies it was evident that the larger the individual award the more likely it was to be packaged, slightly more of the aid to women than to men was packaged, and a positive relationship existed between college cost and the practice of packaging.

Both studies showed that the mean scholarship portions in packaged awards exceeded that given in single scholarship awards, and that single awards which provided loan and job aid were larger, on the average, than loans and jobs in combination with other forms of institutionally-administered assistance.

In both studies, practically the same percentage of institutional aid was given in grants: 44 percent (in the present study) and 46 percent (in the 1963 study). However, the present study reports higher percentages in job aid (32 percent) than did the 1963 survey (20 percent). This finding does not necessarily imply that institutions are now dispersing more in job assistance and less in loans. Rather, it may well be a reflection of differences in study design and response bias.

Students' sources of funds for education have been explored in depth in this and the preceding chapter. But how much does college cost? The next chapter deals extensively with that basic question.

Chapter 4

How Much Does College Cost?

A major purpose of this study was to examine the cost of obtaining some form of postsecondary education for students and their families. Other investigators have studied this problem. Their findings, however, are either outdated or are limited to specific institutions or types of students.

This chapter deals exclusively with the out-of-pocket costs for college. The data were analyzed to provide insight into the spending patterns of students, and how these patterns differ for students classified by sex, race, resident status, and type of institution attended. In this study, two sources of data about college costs were analyzed: reports of expenses made by a national sample of college sophomores, and estimates of students' expenses made by college financial aid officers. Comparisons must not be made between these data, since they cover different academic years. The student-reported data are for the 1969-70 academic year, and the college data are for the 1970-71 and 1971-72 academic years.

College Costs as Reported by Students

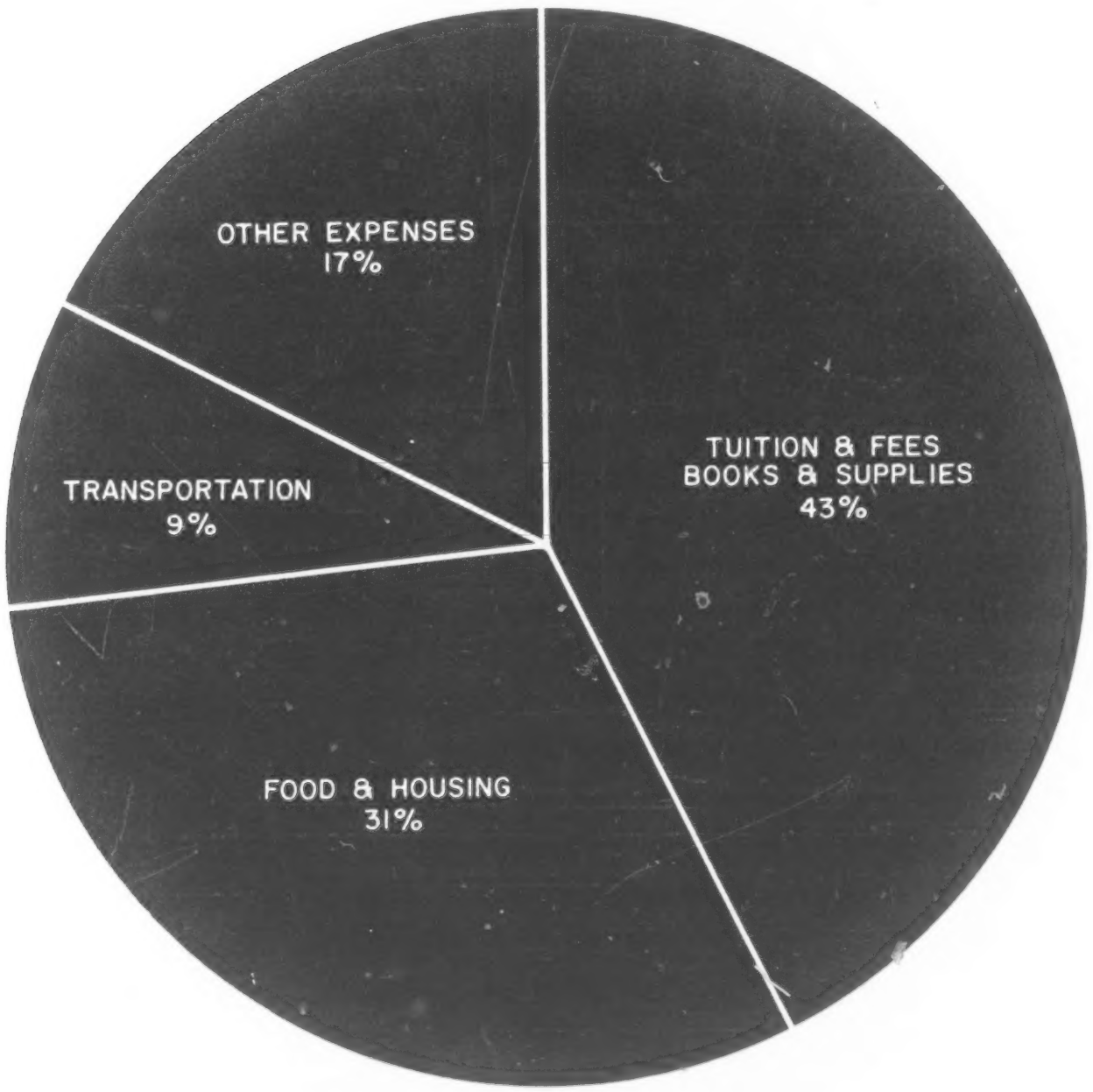
As indicated earlier in this paper, a questionnaire was administered to 3,363 individuals, 2,542 of whom were enrolled full-time during the 1969-70 academic year. The questionnaire elicited information from students about their expenses and resources during that academic year, as well as certain biographical data.

Because the expenses of married students depend on many variables, e.g., number of children, whether or not the wife works, and living accommodations, 135 married students were excluded from the analysis of expenses. These cost data, then, represent expenses reported by a sample of single sophomores who attended some postsecondary educational institution full-time during the 1969-70 academic year.

Figure 8 shows how the full-time single students spent the dollar. Expenditures for direct educational costs (tuition, fees, books, supplies) accounted for 43 percent of the average budget. The main living expense was for food and housing (31 percent), followed by "other" expenses, which accounted for 17 percent of the budget. The category "other" includes

Figure 8.

How Single College Sophomores Spent the Dollar: 1969-70 Academic Year



items such as medical and dental costs paid by the student, repayments during the academic year by students on loans, personal and recreational expenses, clothing and laundry expenses, and so on.

Students differed in the proportions of their budget devoted to various expenditures, a fact which is obscured in Figure 8. Some idea of this variation may be gained by inspecting Figure 9, which shows the expense budgets of men, women, black students, white students, residents, and commuters.

Men and women spent about the same proportion of their budgets on direct educational expenses, and on food and housing. More of the man's budget went for transportation, but a slightly larger share of the woman's budget was allocated to other expenses.

In comparing the budgets of black and white students we note that blacks devoted a larger share of the budget (52 percent as compared with 42 percent for whites) to tuition, fees, books and supplies, and less to all other expenditures. These differences undoubtedly reflect the fact that a significantly higher proportion of black respondents (41 percent as compared with 27 percent for white respondents) attended private 4-year institutions.

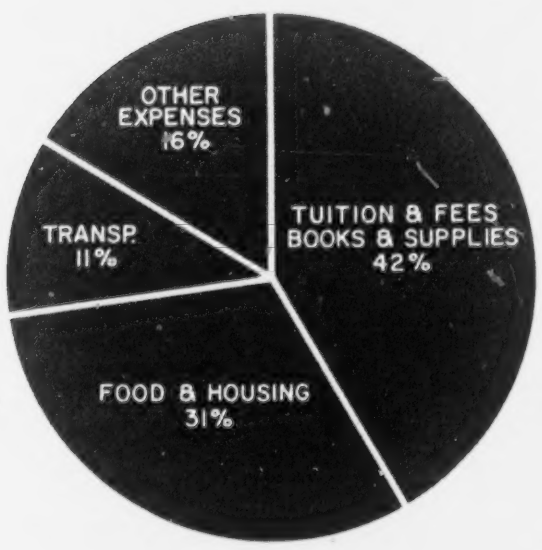
As expected, differences are striking in the budgetary allocations of residents and commuters. A larger portion of the commuter's budget went for transportation and other expenses, and a smaller percent for food and housing. However, the percentages of total budget for direct educational expenses are comparable.

Since cost is a function of the type of institution attended, private four-year institutions are more expensive than public four-year colleges and public two-year institutions are the least expensive of all, the picture of average student expenditures is not as meaningful for the total group as it is for students grouped by type of institution attended. For this reason, the emphasis in this chapter is on expenses as reported by the various subgroups within the four kinds of institutions specified in this study.

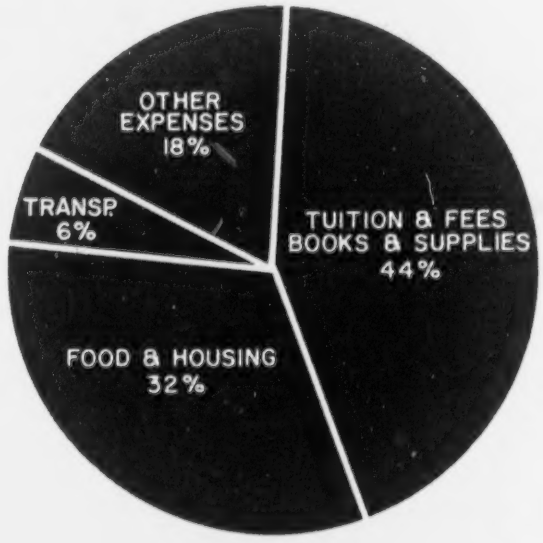
Table 17 presents expense data for all subgroups within the four types of institutions identified for this study. The data show that men spent more on the average than women regardless of the type of institution attended. An examination of the expense line items for men and women shows that men spent significantly more for transportation than women, regardless of the type of institution attended. Since data were not collected from

Figure 9.

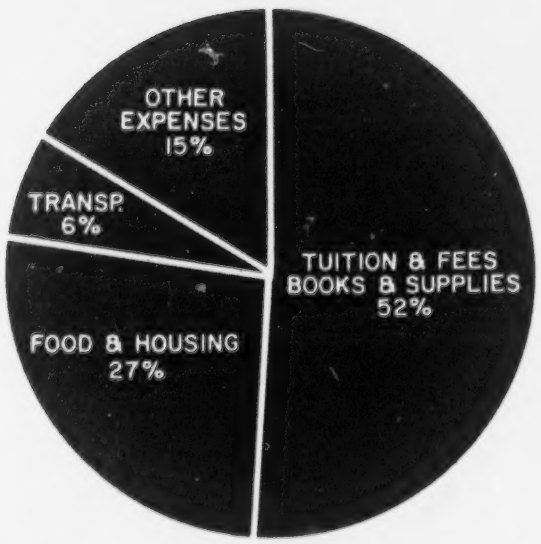
How Single College Sophomores in Various Subgroups Spent the Dollar: 1969-70 Academic Year



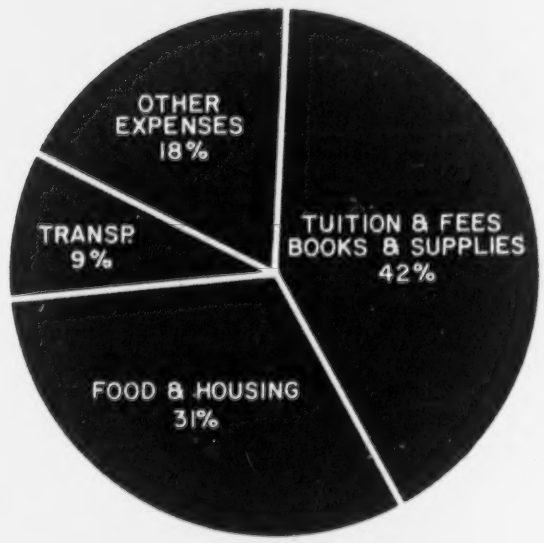
MEN



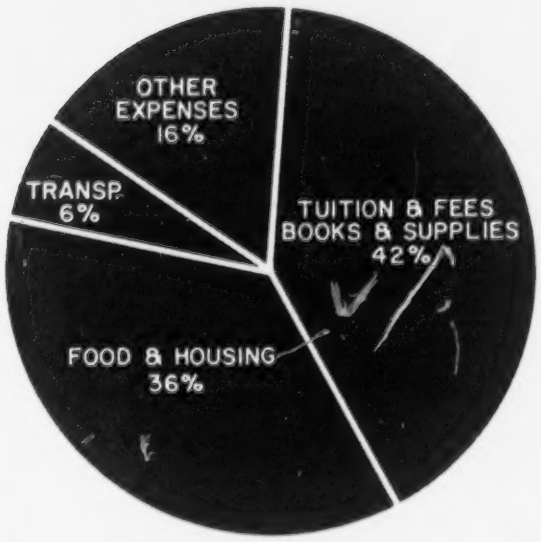
WOMEN



BLACK STUDENTS



WHITE STUDENTS



RESIDENTS

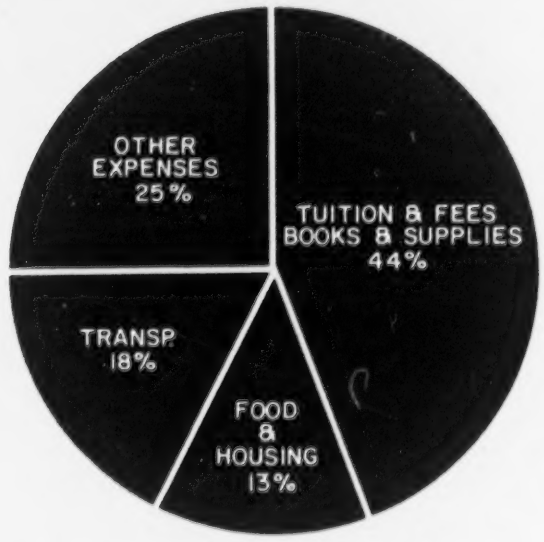


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Table 17. Average Expenses for Various Subgroups of Full-Time Students Within Institutional Types: 1969-70 Academic Year

Expense Item	Public 4-year							Private 4-year						
	Male	Female	Black	White	Resident	Commuter	Total	Male	Female	Black	White	Resident	Commuter	Total
	(N=589)	(N=610)	(N=55)	(N=1109)	(N=879)	(N=320)	(N=1199)	(N=313)	(N=350)	(N=48)	(N=607)	(N=544)	(N=119)	(N=663)
Tuition, fees, books, supplies	$ 641	$ 636	$ 661	$ 641	$ 669	$ 554	$ 638	$1885	$1719	$1553	$1814	$1840	$1600	$1797
Room and Meals	751	685	520	731	905	201	717	914	911	672	934	1044	310	913
Medical and Dental	32	50	30	42	40	43	41	36	58	68	46	48	46	47
Transportation	226	101	90	166	136	236	163	237	137	145	186	173	236	184
Clothing, Laundry, Cleaning	83	123	97	104	101	109	103	97	151	113	126	127	119	125
Debt Repayment	35	10	27	22	17	35	22	22	57	112	35	37	58	40
Other Expenses	207	164	40	194	197	151	185	253	196	119	230	234	173	223
Total Mean	$1975	$1769	$1465	$1900	$2065	$1329	$1869	$3444	$3228	$2782	$3371	$3503	$2542	$3329

Expense Item	Public 2-year							Other Institutions						
	Male	Female	Black	White	Resident	Commuter	Total	Male	Female	Black	White	Resident	Commuter	Total
	(N=232)	(N=182)	(N=11)	(N=376)	(N=72)	(N=342)	(N=414)	(N=34)	(N=92)	(N=2)	(N=121)	(N=86)	(N=40)	(N=126)
Tuition, fees, books, supplies	$ 415	$ 433	$ 422	$ 431	$ 694	$ 366	$ 423	$1018	$ 885	NC	$ 916	$ 929	$ 901	$ 920
Room and Meals	290	277	86	296	886	158	284	434	473	NC	460	611	143	462
Medical and Dental	51	46	43	50	43	50	49	50	58	NC	54	52	64	56
Transportation	336	235	136	299	220	307	291	322	159	NC	197	159	299	203
Clothing, Laundry, Cleaning	70	109	101	91	117	81	87	69	104	NC	93	93	98	94
Debt Repayment	67	37	32	58	39	57	54	96	45	NC	60	66	42	59
Other Expenses	178	134	39	162	182	154	159	231	131	NC	155	148	181	158
Total Mean	$1407	$1271	$ 859	$1387	$2181	$1173	$1347	$2200	$1855	NC	$1935	$2058	$1728	$1952

NC Not computed because of small numbers of students in category.

students about their ownership of automobiles, it can only be hypothesized that this difference is attributable to greater likelihood of car ownership among males. Women, on the other hand, spent more than men for clothing, except at those institutions classified as "other", where the difference was not significant. At all types of institutions, except those classified as "other", men spent significantly more, on the average, than women for personal and recreational (other) expenses, probably due to costs associated with dating.

The average total expenses of black and white students are strikingly different. Black students, on the average, subsisted on a budget approximately $500 lower than the white students. This finding is uniform across all institutions. Bowman (1970) has argued that college budgets should be adjusted upward by $500 when assessing the financial needs of students from cultural and economic minorities. Our findings support that contention.

A review of the expenditures of black and white students indicates that no significant differences existed between them for any of the budget components, except food and housing, and other expenses. For both of these items, black students spent significantly less. It was observed in Chapter 2 that black students had substantially lower resources in total than whites. Because of their lower income, they must exist on a lower budget. To exist on a lower budget, black students must economize on certain of their expenditures. Our data suggest that these economies are realized in basically two essential areas: food and housing, and other expenses.

Students who live with their parents spend less, on the average, than those who do not. This finding is not surprising, however, since the budget for the commuter does not include the full amount that it costs his family for food and housing at home. One might conclude from these data that it costs the commuter substantially less to attend college than the student who does not reside with his family. Such a conclusion, however, is not wholly valid, since the commuter's parents must continue to provide for the student's meals at home and other necessities out of the family budget. In fact, a strong argument can be made that there is little, if any, difference between the total expense budget of the resident and commuting student.

Johnson (1971), for example, argues that community colleges are not "low cost" when costs to the family for maintaining the student at home

are included in the student's expense budget. The College Scholarship Service recommends the addition of $900 to the expense budget for commuting students in order to recognize the costs for their maintenance at home during the nine-month academic year. Considering this maintenance-at-home allowance, the data reported by our sample of students suggest that the total expenses of commuting students are about as high as the total expenses for resident students.

Table 18 provides the percentage distributions of expenditures for the same subgroups as above in an effort to show how the total group spent its money for college. The results substantiate some general expectations. For example, residents devoted a larger share of their budget to food and housing than commuters, regardless of the type of institution attended. Second, commuters allocated a larger share than resident students to transportation. In addition, commuters spent more, in absolute terms, than residents for other expenses of a personal and recreational nature.

College Costs as Reported by Financial Aid Directors

Each year the College Scholarship Service gathers information from financial aid directors about the expense budgets of students at their institutions. Financial aid directors are requested to provide data about tuition and fees, room and board costs, and the total expense budgets of their single resident and commuter students. The costs for tuition and fees and for room and board for resident students are fixed expenses and are established administratively; the total resident and commuter budgets reported by financial aid officers are based on their judgment of the total academic year expense of their students. In addition to costs for tuition and fees, and for room and board, the total budgets include amounts for books and supplies, and for personal expenses. Amounts for transportation are excluded.

The student expense budget information provided by the colleges and universities is used by the College Scholarship Service (CSS) to estimate the need of financial aid applicants. In addition to its use in the ongoing operational CSS program, the data provide a base for comparing the costs for the various types of postsecondary educational institutions.

Table 18. Percentages of the Budget Spent for Various Items by Selected Subgroups of Students Within Institutional Types: 1969-70 Academic Year

Expense Item	Public 4-year							Private 4-year						
	Male	Female	Black	White	Resident	Commuter	Total	Male	Female	Black	White	Resident	Commuter	Total
Tuition, fees, books, supplies	32%	36%	45%	34%	32%	42%	34%	55%	53%	56%	54%	53%	63%	54%
Room and Meals	38	39	35	38	44	15	38	27	28	24	28	30	12	27
Medical and Dental	2	3	2	2	2	3	2	1	2	2	1	1	2	1
Transportation	11	6	6	9	7	18	9	7	4	5	6	5	9	6
Clothing, Laundry, and Cleaning	4	7	7	5	5	8	6	3	5	4	4	4	5	4
Debt Repayment	2	1	2	1	1	3	1	1	2	4	1	1	2	1
Other Expenses	10	9	3	10	10	11	10	7	6	4	7	7	7	7
Total Percent[a]	100	100	100	100	100	100	100	100	100	100	100	100	100	100

Expense Item	Public 2-year							Other Institutions						
	Male	Female	Black	White	Resident	Commuter	Total	Male	Female	Black	White	Resident	Commuter	Total
Tuition, fees, books, supplies	30%	34%	49%	31%	32%	31%	31%	46%	48%	NC	47%	45%	52%	47%
Food and Housing	21	22	10	21	41	13	21	20	25	NC	24	30	8	24
Medical and Dental	4	4	5	4	2	4	4	2	3	NC	3	3	4	3
Transportation	24	18	16	22	10	26	22	14	9	NC	10	8	17	10
Clothing, Laundry, Cleaning	5	9	12	7	5	7	6	3	5	NC	5	5	6	5
Debt Repayment	5	3	4	4	2	5	4	4	2	NC	3	3	2	3
Other Expenses	13	11	5	12	8	13	12	10	7	NC	8	7	10	8
Total Percent[a]	100	100	100	100	100	100	100	100	100	NC	100	100	100	100

[a]Due to rounding, total may not be exactly 100 percent.

NC Not computed because of small numbers of students in category.

During 1969-70, estimated expense budgets for the 1970-71 and 1971-72 academic years were received from financial aid directors at more than 1,900 institutions. The distribution of colleges submitting budget data to CSS for each of these two academic years is shown in the following table.

Table 19. Numbers and Percentages of Institutions Submitting College Budget Data to CSS by Type within Control: 1970-71 and 1971-72 Academic Years

Budget Submitted for Academic Year	Public Institutions			Private Institutions			Total
	Junior Colleges	Senior Institutions	Other[a]	Junior Colleges	Senior Institutions	Other[a]	
1970-71							
Number	406	423	40	143	906	47	1,965
Percent	21%	22%	2%	7%	46%	2%	100%
1971-72							
Number	392	419	46	143	898	33	1,931
Percent	20%	22%	2%	7%	47%	2%	100%

[a]Includes vocational, technical, and nursing schools.

Proprietary institutions were excluded from the present analyses, since only 11 such institutions provided budget data to CSS for the 1970-71 academic year, and 16 for the 1971-72 academic year.

The data in Table 19 indicate little change in the distribution of institutions that provided budget data for the two years under consideration. Private senior institutions represented the largest percentage of the institutions in these populations, followed by public colleges and universities. This finding is consistent with data available through the National Center for Educational Statistics. When compared with all institutions of higher education, the CSS institutional population contains a somewhat lower percentage of public two-year institutions, a higher percentage of other public institutions, and a nearly identical percentage of private institutions. The table presented below shows these comparisons in more detail.

Table 20. Comparison of Colleges for Which Budget Data were Provided to CSS and of All U.S. Institutions of Higher Education: 1969-70 Academic Year

Type/ Control	All U.S. Institutions		Institutions Supplying Budget Data to CSS	
	Number	Percent	Number	Percent
Public				
2-year	650	26%	446[a]	23%
All Other	429	17	423	22
Private				
2-year	253	10	190[a]	10
All Other	1219	48	906	46
Total	2551	100%	1965	100%

[a]CSS Junior and "Other" colleges were combined into the 2-year category to facilitate comparison with Office of Education figures.

It is well known that costs at private institutions tend to be higher than at public institutions. In addition, costs at two-year institutions tend to be lower than those for four-year colleges and universities. Because college costs vary between type and control of institution, analysis of the budget data was conducted within institutional type-control. The remaining pages of this section present a summary of the budgets reported to CSS for the 1970-71 and 1971-72 academic years.

A summary of the median 1970-71 and 1971-72 academic year costs reported by institutions is shown in Table 21. This table illustrates a well-known fact: tuition and fees, and room and board charges are the primary out-of-pocket educational expenses for the student who resides on the college campus. For the 1971-72 academic year, median tuition and fees charges ranged from $149 at public junior colleges to $1,626 at private institutions offering four or more years of training. Inspection of the median tuition and fees charges in 1970-71 and 1971-72 indicates that tuition and fees costs are typically higher at private institutions, regardless of type, than at public institutions. Within institutions grouped by control (public, private), the medians for tuition and fees at senior institutions

Table 21. Median Costs by Type and Control of Institution: 1970-71 and 1971-72 Academic Years

Cost/Year	PUBLIC			PRIVATE		
	Junior Colleges	Senior Institutions	Other	Junior Colleges	Senior Institutions	Other
Tuition & Fees						
1970-71	$129	$391	$161	$997	$1,470	$859
1971-72	149	427	217	1,087	1,626	909
Room & Board						
1970-71	---	855	831	808	951	671
1971-72	---	908	838	864	996	726
Out-of-State (or District) Charges						
1970-71	298	466	284	---	---	---
1971-72	302	515	276	---	---	---
Total Expenses						
Residents						
1970-71	---	1,813	1,501	2,288	2,997	1,917
1971-72	---	1,925	1,556	2,441	3,194	1,951
Commuters						
1970-71	1,457	1,482	1,341	1,794	2,443	1,876
1971-72	1,510	1,592	1,461	1,996	2,686	1,851

are higher than those for junior colleges or nursing, vocational, or technical schools.

Turning to room and board, we observe that the median charge in 1970-71 for this item was $855 at public senior institutions; in 1971-72, it was $908. For private senior colleges, the respective median room and board charges were $951 and $996. The medians for other public institutions, private junior colleges, and other private institutions, tend to be lower than those for senior colleges and universities, public or private. This finding does not necessarily indicate that two-year institutions realize more economies than four-year colleges or universities; rather, it is a reflection of the fact that senior institutions are more likely to have campus residence facilities than are two-year institutions.

At public institutions, another important budget component is the added cost for out-of-state residents (or out-of-district residents in the case of junior colleges). Table 22 shows the percentage of public institutions that reported an out-of-state or district fee for the 1971-72 academic year.

Table 22. Percentages of Public Institutions Reporting an Out-of-State or District Fee to CSS: 1971-72 Academic Year

Type of Institution	Percent
Junior Colleges	87%
Senior Institutions	87
Other[a]	80

[a]Includes vocational, technical, and nursing schools.

Out-of-state or district charges are generally made by public institutions to replace income that would normally be obtained for residents of the state or district through legislative appropriation. For this reason, out-of-state students typically pay more than state residents to attend a public institution. In 1971-72, senior institutions assessed a median amount of $515 in out-of-state (or district) charges, compared to a median of $302 for public junior colleges.

In arriving at their estimates of the total out-of-pocket education expenses, institutional financial aid officers include, in addition to tuition, fees, room and board charges, amounts for other expenses associated with college attendance. Allowances are generally made for additional expenses such as those for books, supplies, and personal and recreational needs. Budget estimates for commuting students differ from those for resident students because of their different expenditure patterns. The commuting student's primary expense, discounting tuition and fees, is for transportation to and from the campus. In addition to these costs, the College Scholarship Service recommends an allowance in the budget for the expenses incurred by the family for maintaining the commuting student at home during the academic year.

Returning to Table 21, we see that the total resident budget is typically highest at private colleges and universities, and next highest at private junior colleges. Not surprisingly, the median resident budgets are lowest at public institutions. In fact the median total budget -- resident and commuter -- is higher at the private junior college than the resident budget median for public colleges and universities. An interesting observation is that the cost for attending the typical private college or university as a commuting student is higher than that for attending the typical public college as a resident student.

Total commuter budgets at the various types of institutions are typically lower than the respective total resident budget medians. These data suggest that financial aid officers, as a group, judge that some cost savings accrue to the student who commutes to and from campus.

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CSS

COLLEGE SCHOLARSHIP SERVICE
Box 176
Princeton, New Jersey 08540

A NATIONAL SURVEY OF EDUCATIONAL INTERESTS, ASPIRATIONS, AND FINANCES

It is with a sense of urgency that we ask you, as part of a national sample of young people, to help us learn more about the interests, aspirations, and finances of today's youth. With the information that you and others share with us -- we can better deal with the concerns of young people in the 1970s.

Costs for education are spiraling, and financial aid funds are in short supply. Few college-age people and their families can pay for education without sacrifice. The College Scholarship Service, a private nonprofit association of schools, colleges, and universities, long has been concerned with how young people and their families put together the necessary funds for education.

We need the assistance of everyone who receives this questionnaire in order for the results of the study to be meaningful. Please help us by taking a few minutes of your time to complete this questionnaire. An envelope is enclosed for your convenience in returning this form.

The information you provide will be held in strictest confidence. Because these data will be used only in group summaries for research purposes, the anonymity of all respondents is assured.

Thank you in advance for your cooperation.

The College Scholarship Service is an activity of the College Entrance Examination Board. Operational Services are administered by Educational Testing Service.

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PLEASE READ ALL ANSWER ALTERNATIVES BEFORE MARKING ☒ YOUR ANSWER.

Please note that this questionnaire applies even if you were not enrolled in a school or college this past year.

ABOUT YOURSELF

1. Sex:
   - ☐ 1. Male
   - ☐ 2. Female

2. Your race, color, or ethnic group:
   - ☐ 1. Black, Afro-American, American Negro
   - ☐ 2. American Indian
   - ☐ 3. American Oriental
   - ☐ 4. Spanish surnamed American
   - ☐ 5. White Caucasian
   - ☐ 6. Other

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3. Your present marital status:
   - ☐ 1. Never married
   - ☐ 2. Married, living with spouse
   - ☐ 3. Other

4. How many children do you have?
   - ☐ 1. None
   - ☐ 2. One
   - ☐ 3. Two or more

5. If you were in school or college this past semester (or quarter), did you live with parents, relatives, or guardian and commute to school?
   - ☐ 1. Yes
   - ☐ 2. No
   - ☐ 3. Question doesn't apply

6. What is the total amount of money you have borrowed for your education since leaving high school?
   If none, enter "0" ..... $ _____

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ABOUT YOUR ACADEMIC BACKGROUND AND GOALS

7. Which of the following best describes your average grade for all college work you have completed to date?

- ☐ 1. A or B (Good or Excellent)
- ☐ 2. C (Average)
- ☐ 3. D or lower (Below average)

8. Will you be enrolled in some school or college full-time this coming fall? (Check only one.)

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

Comment (if any): _____

_____

9. Which of the following subject areas interests you the most? (Check only one.)

- ☐ 1. *Agriculture* (agronomy, animal husbandry, landscape technology, forestry, etc.)

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- ☐ 2. *Applied Science* (automotive technology, aviation maintenance, appliance repair, drafting, computer science, etc.)
- ☐ 3. *Art/Architecture* (art, architecture, drama, graphic arts, interior decorating, design, music, photography, etc.)
- ☐ 4. *Biological Sciences* (botany, predental, premedical, zoology, etc.)
- ☐ 5. *Business* (accounting, business administration, marketing, finance, etc.)
- ☐ 6. *Education* (elementary, business education, physical education, etc.)
- ☐ 7. *Engineering, Mathematics, or Physical Sciences*
- ☐ 8. *Health* (nursing, lab technology, etc.)
- ☐ 9. *Home Economics* (dietetics, nutrition, textiles and clothing, etc.)
- ☐ 10. *Humanities* (English, modern and classical foreign languages, journalism, philosophy, religion, etc.)
- ☐ 11. *Personal Fields* (beauty culture, modeling, etc.)
- ☐ 12. *Social Sciences* (economics, government, history, political science, psychology, sociology, prelaw, etc.)
- ☐ 13. Undecided
- ☐ 14. Other. Specify _____

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10. Do you think you might ever attend graduate or professional school?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

---

11. Did you attend some school or college full-time during the 1969-70 academic year, that is, the period between September 1969 and June 1970? (Check only one)

- ☐ 1. Yes, all of the academic year
- ☐ 2. Yes, part of the academic year
- ☐ 3. No

---

12. If you checked alternative 2 or 3 in Question 11 above, did finances prevent you from attending school or college full-time?

- ☐ 1. Definitely yes
- ☐ 2. Yes, to some extent
- ☐ 3. No

Space is provided on page 15 for describing any unusual financial difficulties you may have had.

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13. What type of school or college (if any) did you attend full-time or part-time during the 1969-70 academic year? If you attended more than one type of school, answer in terms of the last one attended.

- ☐ 1. No school or college
- ☐ 2. Public four-year college or university
- ☐ 3. Private four-year college or university
- ☐ 4. Public junior or community college
- ☐ 5. Other. Describe _____

---

14. If you checked any alternative except the first one in Question 13, was this school or college located in the same state as your permanent residence?

- ☐ 1. Yes
- ☐ 2. No

---

15. How many years of education have you completed beyond high school? Include all schools and colleges you may have attended.

- ☐ 1. Less than one year
- ☐ 2. One year
- ☐ 3. More than one year but less than two years
- ☐ 4. Two years or more

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NOTE: **Since one of the purposes of this study is to gather information on how students and their families pay for education, the remaining questions apply** *only if you attended some school or college full-time for the equivalent of two semesters (or three quarters) during the 1969-70 academic year.* **Otherwise, STOP HERE and return this form in the enclosed envelope.**

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YOUR COSTS THIS PAST ACADEMIC YEAR

(Include spouse, if married)

16. Please enter the best estimates of your costs for each of the selected items listed below. Show your costs for the 1969-70 academic year beginning in Sept. and ending about June 1. If you had no expenses for some of the items, please enter "0." Amounts should be to the nearest dollar.

	Dollar Amt. Acad. '69-70
a. Tuition and fees, books and supplies	$
b. Financial contributions for support of parents, guardian, or relatives other than wife and children	$
c. Total cost for food and housing. Include room and board payments to school or college, or to parents, relatives, or guardians; rent or mortgage payments on own home including utilities; grocery bills, meals eaten at school, etc.	$

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16. (continued)

d. Medical and dental bills not covered by insurance	$
e. Transportation (bus, plane, and train fare; auto insurance, maintenance, and operation)	$
f. Clothing, laundry, and cleaning	$
g. Child care (babysitting and nursery school expenses).....	$
h. Debt repayment	$
i. Other expenses (life insurance and medical insurance premiums, recreation and personal expenses, telephone, necessary furnishings, etc.)	$

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YOUR INCOME AND OTHER RESOURCES

17. Please estimate how much money you and your spouse (if any) received during the 1969-70 academic year beginning in Sept. and ending about June 1 from each of the following sources. If none enter "0."	Dollar Amt. Acad. '69-70
a. Aid from your parents or guardian	$
b. Scholarships or grants	
1. Amount received through Federal Educational Opportunity Grant Program	$_____
2. Value of scholarships, tuition remissions, or other gift aid received from your school or college	$_____
3. Value of scholarships or grants received from the state in which you maintain permanent residence ..	$_____
4. Value of scholarships or grants received from private foundations, employers, business or industrial firms, etc.	$_____

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17. (continued)

c. Loans

1. Loan from National Defense Student Loan Program ..... $_____

2. Other loans from school or college (e.g. Health Professions or Nursing Act Loans, other college loans, etc.) .. $_____

3. Educational loans from other sources that are guaranteed by the state or federal government ..... $_____

4. Educational loans from other organizations that are *not* guaranteed by the state or federal government ..... $_____

5. Other loans (e.g., auto, banks, parents, relatives, etc.) ..... $_____

d. Jobs (consider only take-home pay)

1. Your earnings from jobs provided, paid for, and assured by your school or college as part of a financial aid award (e.g. Federal College Work-Study Program, etc.) ..... $_____

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17. (continued)

2. Your earnings from other work performed during the school year, not including summer work ..... $_____

3. Your spouse's earnings since Sept. 1969 ..... $_____

e. Other Resources

1. Money drawn from your assets (savings from summer earnings, trust funds, etc.) to meet your educational and living expenses ..... $_____

2. Social Security and veterans' benefits ..... $_____

3. Income tax refunds ..... $_____

4. Other income not listed above (e.g. interest, dividends, profits, etc.) ..... $_____

f. How much money do you expect to earn from working this summer (1970)? Consider only take-home pay ..... $_____

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ABOUT YOUR PARENTS OR GUARDIAN

18. Whether or not you live with your parents or guardian, please give your best estimate of their combined total income for the 1969 *calendar* year.

- ☐ 1. Less than $5,000
- ☐ 2. $5,000 to $9,999
- ☐ 3. $10,000 to $14,999
- ☐ 4. $15,000 to $19,999
- ☐ 5. $20,000 and over

19. How many of *your brothers and sisters* (if any) are declared as dependents by your parents or guardian?

- ☐ 1. None
- ☐ 2. One
- ☐ 3. Two
- ☐ 4. Three
- ☐ 5. Four or more

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20. What unusual financial difficulties (if any) did you encounter during the last academic year (1969-70)? Describe.

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